Annual Program Evaluation Report for 2022-2023

MA in Counseling: Clinical Mental Health Counseling

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. 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 (AY 22-23). The report was reviewed by the current CMHC faculty on February 27, 2024. The program evaluation was facilitated by Dr. Jennifer Bonino, CMHC Online Modality Director and Dr. Tsui-Yee Chow, Department Chair. Faculty and department leadership present for the review included: Drs. Monica Boyd-Layne, Kesha Burch, Tsui-Yee Chow, Jennifer Bonino, Asabi Dean, Sandra Kakacek, Mtisunge Kapalamula, Vincent Marasco, Lauren Melamed, Tiffany Stoner-Harris, Jenae Thompson, Reylla Santos, Bellah Kiteki, Shawn Wunderlich, and Kristina Hill.

Operational data gathered from key stakeholders are provided here and were the focus of the AY 2022-23 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: STUDENT PROFESSIONAL DISPOSITONS ASSESSMENT DATA
- SECTION V: PROGRAM EVALUATION – INPUT FROM STAKEHOLDERS
- SECTION VI: PROGRAM MODIFICATIONS AND ACTIONS
- CONCLUSION

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

SECTION I: PROGRAM DEMOGRAPHIC DATA

Part A: Admissions Information

Table 1: Demographic Data for 2022-2023 Applicants/New Students (Fall 2022) – On Ground Modality with Dual Degree Students

CMHC On-ground, Online and Dual Degree Student Admissions and Demographic Data - AY 2022-2023 Incoming Students				
	CMHC On-Ground Modality	**CMHC Online Modality**	**CMHC - Forensic (FMHL)**	**CMHC - Sports & Human Performance (MSHP)**
	Admissions Data Fall 2022	**Admissions Data Fall 22', Spring and Summer 23'**	**Admissions Data Fall 2022**	**Admissions Data Fall 2022**
Completed Applications	117	82	20	22
Acceptances (offers made)	94 (80.3%)	57 (70%)	16 (80.0%)	17 (77.3%)
Rejected Applications	23 (19.7%)	24 (29.3%)	4 (20.0%)	5 (22.7%)
Yields (ratio of matriculated students to admission offers)	33 (35.1%)	34 (60%)	6 (37.5%)	12 (70.6%)
Avg. Undergraduate GPA	3.36	3.17	3.18	3.26
Gender/ Race / Ethnicity	**Fall 2022 Incoming Class Demographics**	**Fall 22', Spring and Summer 23' Demographics**	**Fall 2022 Incoming Class Demographics**	**Fall 2022 Incoming Class Demographics**
Female	88.2%	91%	100%	75.0%
Male	11.8%	8%	0	25.0%
Undeclared	0	0	0	0
African American/Black	17.6%	18%	20.0%	33.3%
Asian American/Pacific Islander	5.9%	2%	0	0
Hispanic /Latino	11.8%	25%	20.0%	16.7%
Multi-racial	5.9%	2%	0	0
Native American/Alaskan Native	0	0	0	0

White/Caucasian	55.9%	53%	60.0%	50.0%
Undeclared	2.9%	0	0	0
BIPOC Subtotal	*41.2%*	*47.0%*	*40.0%*	*50.0%*
Age Range				
20 - 24	58.8%	30%	60.0%	75.0%
25 - 29	26.5%	35%	20.0%	16.7%
30 - 39	11.8%	31%	20.0%	8.3%
40 - 49	2.9%	4%	0	0
50 - 59	0	0	0	0
60 & over	0	0	0	0
Undeclared	0	0	0	0
Grand Total	**34**	**34**	**5**	**12**

Discussion

Considerations have been discussed regarding diversifying the demographic information, such as gender identity categories collected, 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 and CMHC on-ground. For AY 22-23, there were identical numbers between on-ground/online CMHC modalities (N=34) and there was sharp decrease in enrollment from last year. Possible explanations include the impact of increases in tuition and some personnel turnover in our admissions department. For CMHC online, we are planning to offer different tracks for time to completion (2- and 2.5-year options). Age differences between on-ground/online (distribution of ages) reflect those seeking full time, in-person learning, vs. online degree seekers who tend to be older. Often online students engage in multiple life roles, or are juggling full time work, hence the differences in age distribution. We continue to review the application and admissions process in tandem with the admissions department to build community and communication with internal departments. We also note that further discussions are needed with admissions surrounding the outreach to possible student who do not end up enrolling at Adler.

Part B: Demographic Information for Program Students in 22-23

Table 2: Total Enrollment by Program - Student Demographic Data in 2022-23: CMHC Online, On-ground, and Dual Degree Programs

	Total Enrollment by Program			
	Student Demographic Information as of Fall 2022			
	CMHC On-ground Modality	**CMHC Online Modality**	**CMHC - Forensic (FMHL)**	**CMHC - Sports & Human Performance (MSHP)**
Female	80.0%	87.8%	88.5%	60.0%
Male	18.4%	12.2%	11.5%	40.0%
Undeclared	1.6%	0	0	0
African American / Black	9.6%	8.8%	26.9%	23.3%
Asian American / Pacific Islander	12.0%	4.1%	0	0
Hispanic / Latino	14.4%	17.0%	19.2%	10.0%
Multi-racial	5.6%	6.1%	0	0
Native American / Alaskan Native	0	0.7%	0	0
White	55.2%	60.5%	53.8%	63.3%
Other	0.8%	0	0	0
Undeclared	1.6%	2.7%	0	3.3%
BIPOC Subtotal	*42.4%*	*36.7%*	*46.2%*	*33.3%*

Age Ranges				
20 - 24	40.8%	16.3%	65.4%	56.7%
25 - 29	34.4%	34.0%	26.9%	30.0%
30 - 39	19.2%	29.3%	3.8%	10.0%
40 - 49	4.0%	15.0%	0	3.3%
50 - 59	1.6%	3.4%	0	0
60 & over	0	2.0%	3.8%	0
Undeclared	0	0	0	0
Grand Total	**125**	**147**	**26**	**30**

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. 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). Faculty discussed how data is collected regarding gender binary, and recommended we move beyond this as an institution when collecting 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."

Part A: CMHC On-ground, Online, and Dual Degrees Persistence Rates Entering Fall 2022

	CMHC – Online Modality	CMHC – On ground Modality	CMHC-FMHL Dual Degree	CMHC- MSHP Dual Degree
	% (n)	**% (n)**	**% (n)**	**% (n)**
Gender				
Female	89.6% (115)	89.4% (123)	95.8% (24)	100% (23)
Male	72.2% (18)	85.7% (28)	100% (4)	100% (12)
Undeclared	0	100% (2)	0	0
Race/Ethnicity				
African American / Black	81.8% (11)	80.0% (15)	100% (4)	100% (23)
Asian American / Pacific Islander	100% (3)	93.8% (16)	0	100% (12)
Hispanic / Latino	85.7% (21)	86.7% (30)	88.9% (9)	0
Multi-racial	100% (6)	100% (5)	100% (3)	100% (23)
Native American / Alaskan Native	100% (1)	0	0	100% (12)
White	85.9% (71)	89.6% (77)	100% (11)	0
Other	100% (1)	0	0	100% (23)
Undeclared	89.5% (19)	88.9% (9)	100% (1)	100% (12)
BIPOC Subtotal	*88.4% (43)*	*88.1% (67)*	*93.8% (16)*	0
Age Ranges				
20 - 24	92.3% (26)	85.5% (62)	100% (20)	100% (17)

25 - 29	87.5% (40)	90.0% (60)	100% (5)	100% (14)
30 - 39	89.5% (38)	90.9% (22)	0	100% (3)
40 - 49	88.9% (18)	100% (6)	50.0% (2)	100% (1)
50 - 59	50.0% (8)	100% (2)	100% (1)	0
60 & Over	100% (2)	100% (1)	0	0
Undeclared	100% (1)	0	0	0
Grand Total	**87.2% (133)**	**88.9% (153)**	**96.4% (28)**	**100% (35)**

Discussion

Faculty noted that there are especially high persistence rates across the board for FMHL and MSHP dual degree. Slightly lower rates exist for CMHC On-Ground and online students (88-89%). 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. It was noted that online students in the 40-59 age range may benefit from additional support as likely returning students. Some recommendations include more intentional APA workshops, technology gaps, generational differences/age differences; create survey of needs for both modalities as well as tracking those we don't retain to identify gaps in support. A request to admissions to more robustly track and report reasons for student departure.

Notably, both age and racial disparities are evident and were identified as important trends for review as slightly lower persistence rates exist for BIPOC 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

Part B: Completion Rates, Fall 2020 through Fall 2023

	Close of 2019-20	Close of 2020-21	Close of 2021-22	Close of 2022-23
CMHC Completion Rates Fall 2020 through Fall 2023				
	% (n)	% (n)	% (n)	% (n)
Gender				
Female	90.7% (43)	89.5% (38)	90.2% (61)	84.9% (53)
Male	83.3% (12)	75.0% (8)	50.0% (12)	71.4% (7)
Undeclared	0	0	0	0
Race/Ethnicity				
African American / Black	91.7% (12)	77.8% (9)	100% (5)	77.8% (9)
Asian American / Pacific Islander	0	100% (1)	66.7% (3)	100% (4)
Hispanic / Latino	85.7% (7)	83.3% (6)	100% (11)	85.7% (7)
Multi-racial	100% (2)	0	85.7% (7)	66.7% (3)
Native American / Alaskan Native	0	0	0	0
White	96.3% (27)	94.7% (19)	83.3% (30)	86.7% (30)
Other	66.7% (3)	0	0	0
Undeclared	50.0% (4)	81.8% (11)	70.6% (17)	71.4% (7)
BIPOC Subtotal	*87.5% (24)*	*81.3% (16)*	*92.3% (26)*	*82.6% (23)*
Age Ranges				
20 - 24	0	100% (22)	0	0
25 - 29	92.9% (28)	75.0% (8)	93.1% (29)	88.4% (43)
30 - 39	92.9% (14)	62.5% (8)	91.7% (36)	90.9% (11)
40 - 49	87.5% (8)	80.0% (5)	33.3% (3)	25.0% (4)
50 - 59	66.7% (3)	100% (2)	0% (4)	100% (1)
60 & Over	50.0% (2)	100% (1)	0% (1)	0% (1)
Undeclared	0	0	0	0
Grand Total	**89.1% (55)**	**87.0% (46)**	**83.6% (73)**	**83.3% (60)**

<u>Discussion</u>

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.

- o The above completion rates are based only on percentage of students completing the CMHC program within 5 years (minimum). 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. Other factors may include impact of increase of tuition; turnover at faculty/staff; gender differences in completion.
- o It is also recommended that data should be separate from online and on-ground as the table above includes both modalities.

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

Part A: Assessment on Program Objectives and Broad Learning Outcomes (BLOs). This section contains our BLOS and Assessments broken down by modality, CMHC Online (ONL) and On-Ground (ONGR)

Program Objectives and BLOs	BLO	Learning Experiences	Assessment Tools	Attainment/Success Threshold	Data Collection plan
1. **Professional Orientation and Ethical Practice:** Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials and advocacy processes.	**BLO1**	Practicum (CMHC-693)	Site supervisor evaluation Section A, Items 1-5	90% of students will score a 3 or better	**ONL**: Threshold Attained: 100% **ONGR**: <mark>Threshold Not Attained: 84.4%</mark>
		Internship (CMHC 694, 698)	Site supervisor evaluations, Section A, Items 1-5	90% of students will score a 3 or better	**ONL**: Threshold Attained: 694: 100%, 698: 100% **ONGR**: Threshold Attained: 694:100%, 698: 97.8%
		Comprehensive Examination	Professional Orientation and Ethical Practice Section	90% of students will score one deviation below the collective means mean)	**ONL**: <mark>Threshold Not Attained: 87.5%</mark> **ONGR**: <mark>Threshold Not Attained: 87.5%</mark>
		COUN-532	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: 99.8% **ONGR**: Threshold Attained: 91.2%

2. **Social and Cultural Diversity:** Develop self-awareness and multicultural counseling competencies. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society, and the role of social justice and advocacy to the practice of counseling.	**BLO3**	Practicum (CMHC-693)	Site supervisor evaluation Section B, Items 6-9	90% of students will score a 3 or better	**ONL:** Threshold Attained: 100% **ONGR:** <mark>Threshold Not Attained: 85.7%</mark>
		Internship (CMHC 694, 698)	Site supervisor evaluations Section B, Items 6-9	90% of students will score a 3 or better	**ONL:** Threshold Attained: 694:100%, 698:100% **ONGR**: Threshold Attained: 694:100%, 698: 100%
		Comprehensive Examination	Social and Cultural Diversity Section	90% of students will score one deviation below the collective means mean)	**ONL**: <mark>Threshold Not Attained: 81.3%</mark> **ONGR**: <mark>Threshold Not Attained: 85.7%</mark>
		COUN-536	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: 95.2% **ONGR**: Threshold Attained: 99.8%
3. **Human Growth and Development:** Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across lifespan.	**BLO1**	Comprehensive Examination	Human Grown and Development Section in the examination	90% of students will score one deviation below the collective means mean)	**ONL**: <mark>Threshold Not Attained: 87.5%</mark> **ONGR**: <mark>Threshold Not Attained: 87.5%</mark>

		COUN-622	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: 96% **ONGR**: Threshold Attained: 90.1%
4. **Career Development:** Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations.	**BLO1**	Comprehensive Examination	Career Development Section in the comprehensive Examination	90% of students will score one deviation below the collective means mean)	**ONL**: <mark>Threshold Not Attained: 87.5%</mark> **ONGR**: <mark>Threshold Not Attained: 76.8%</mark>
		COUN-629	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: 99.9% **ONGR**: Threshold Attained: 96.5%

5. **Helping Relationships:** 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	**ONL**: Threshold Attained: 100% **ONGR**: Threshold Not Attained: 69%
		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	**ONL:** Threshold Attained: 694: 100%, 698: 100% **ONGR**: Threshold Attained: 694: 100%, 698: 98.9%
		Comprehensive Examination	Section on Helping Relationship	90% of students will score one deviation below the collective means mean)	**ONL**: Threshold Not Attained: 84.4% **ONGR**: Threshold Not Attained: 80.4%

		COUN 533, 534, and 618	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: COUN 533: 99.7% COUN 534: No Data Available COUN 618: 93.7% **ONGR**: Threshold Attained: COUN 618: 95.9% COUN 533: data not available COUN 534: data not available
6. **Group Work:** Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods, and skills to the practice of counseling.	**BLO1**	Practicum (CMHC-693)	Site supervisor evaluation Section D, Group Work Items 17-18	90% of students will score a 3 or better	**ONL**: Threshold Attained: 100% **ONGR**: Threshold Not Attained: 61%
		Internship (CMHC 694, 698)	Site supervisor evaluation Section D, Group Work, Items 17-18	90% of students will score a 3 or better	**ONL**: Threshold Attained: 694: 100%, 698: 100% **ONGR**: Threshold Attained: 694: 100%, 698: 100%

		Comprehensive Examination	Section on Group Work	90% of students will score one deviation below the collective means mean)	**ONL**: ==Threshold Not Attained: 81.3%== **ONGR**: ==Threshold Not Attained: 85.7%==
		COUN-540	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: 99.9% **ONGR**: Threshold Attained: 100%
7. **Assessment:** Demonstrate knowledge of principles of testing and measurement, including statistical concepts and apply them to individual and group assessment and evaluation.	**BLO1**	Practicum (CMHC-693)	Site supervisor evaluation Section E, Assessment and Diagnosis, Items 20-23	90% of students will score a 3 or better	**ONL**: ==Threshold Not Attained: 75%== **ONGR**: Threshold Not Attained: 63.6%

		Internship (CMHC 694, 698)	Site supervisor evaluation Section E, Assessment and Diagnosis, Items 20-23	90% of students will score a 3 or better	**ONL**: Threshold Attained: 694: 100%, 698: 100% **ONGR**: Threshold Attained 694: 100%, 698: 100%
		Comprehensive Examination	Section on Assessment and Appraisal	90% of students will score one deviation below the collective means mean)	**ONL**: Threshold Attained: 90.6% **ONGR**: Threshold not Attained: 82.1%
		COUN-626	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: 95.9% **ONGR**: data not available

		COUN-535	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: 99.8% **ONGR**: data not available
		COUN-630	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: 100% **ONGR**: data not available
8. **Research and Program Evaluation**: Describe and recognize the importance of research and statistical based methods, statistical needs assessment, program evaluation to inform evidence- based practice of counseling.	**BLO2**	Comprehensive Examination	Section in Research and Program Evaluation in the comprehensive Examination	90% of students will score one deviation below the collective means mean)	**ONL**: Threshold Not Attained: 84.4% **ONGR**: Threshold Not Attained: 87.5%

		COUN-625	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: 98.7% **ONGR**: Threshold Attained: 96.0%
		COUN-535	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: 99.9% **ONGR**: no data available
9. **Adlerian Foundations and Principles:** Apply principles of Adlerian theory such as purposiveness of behavior, the indivisible self, goal directed behavior, and the role of social interest in counseling and treatment planning with the goals to	**BLO1**	COUN-518	Course Rubrics (Aggregated Data)	90% score 2 ("Meets Expectations") or better in the aggregated	**ONL**: Threshold Attained: 99.9% **ONGR**: Threshold Attained: 90.1%

10. **Social Justice/Social Responsibility:** Reflect on personal values and assumptions (privileges, disadvantages, etc.) about the nature and causes of social problems (social injustices such as poverty, racism, abuse) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary, diverse community-based organizations.	**BLO3**	SJP-518 (for CMHC Online Modality) SJP-513 (for CMHC Ground Modality)	Course Credit	90% of students receive credit for SJP-518 or 513	**ONL**: Threshold Attained: 100% **ONGR**: Threshold Attained: 95.1%
11. **Clinical Mental Health Counseling:** 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	**ONL**: Threshold Attained: CMHC-538: 93.7% CMHC-615: 100% CMHC-617: 99.3% **ONGR**: Threshold Attained: CMHC-538: 90.2% CMHC-617: 100% Threshold Attained cannot be determined: CMHC-615: data not available

		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	**ONL**: Threshold Not Attained: 66.7% **ONGR**: Threshold Not Attained: 66.2%
		Internship (CMHC-694, 698)	Site Supervisor Evaluation, section F. CMHC Specialization Evaluation, Items 24-29	90 % of students will score a 3 or better	**ONL**: Threshold Attained: 694: 100%, 698: 100% **ONGR**: Threshold Attained: 694: 100%, 698: 100%

Discussion 22-23

Faculty continued to observe consistent student success in AY 22-23 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 22-23 related the thresholds for the CPCE (exit Comprehensive Exam). It's noted that the CPCE scores averaged below the threshold of 90% passage rate. We may consider altering the threshold to 85% which is more in line with the national average provided by NBCC. In 2023 we launched a Canvas course to aide students in studying for the CPCE and NCE. The impact of this study module cannot be assess in this report, however it is something to consider during next year's annual review.

Also noteworthy is the change in supervision requirements during the clinical practicum semester. CACREP requires that we meet certain observational thresholds for practicum and internship students. We have since removed the additional layer in 2023 of practicum triadic supervision with a faculty member, as we were already meeting the CACREP thresholds in other ways. We do not see this impacting score or testing, however it's notable that students still generally met most thresholds across objectives.

SECTION IV: ASSESSMENT OF INDIVIDUAL STUDENT PROGRESS

Faculty review students annually (on ground) and online every semester based on where the student is at in the program. For on-ground students, students are sent an Academic Review letter at the end of their first semester and last semester of the program. For online students this is done for students in their 1st, 4th and 7th semesters. Since we are a 3-year program, and have a rolling start, CMHC Online faculty keep track of student progress int the form of Academic Review every semester.

Assessment of Individual Students on Key Performance Indicators (KPI's) in Core Areas – CMHC Online and On-Ground

CORE AREA 1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	
KPI statement (K1): Apply professional and ethical standards in working with clients and in the clinical decision-making process; and use supervision to facilitate self-evaluation and to improve practice (both Knowledge and Skills)	**Selected CACREP Standards:** *2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling* *2.F.1.K. Strategies for personal and professional self-evaluation and implication for practice.* *2.F.1.m The role of counseling supervision in the profession*
MEASURE	**OUTCOME**
COURSE: COUN-532: Professional, Legal and Ethical Issues **KPI Assignment**: Ethical decision-making case study **Threshold Criteria:** Student receives a B or better on this assignment.	**ONLINE:** Threshold Attained **ONGR:** Threshold Attained

CORE AREA 2: SOCIAL AND CULTURAL DIVERSITY	
KPI Statement (K2): Demonstrate multicultural counseling competencies when working with culturally diverse clients, including 1. An understanding of the impact of different worldviews, cultural and individual characteristics in the counseling relationship, and strategies to eliminate barriers, prejudices, and intentional and unintentional oppression and discrimination. 2. Application of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.	**Selected CACREP Standards:** **2.F.2.b.** theories and models of multicultural counseling, cultural identity development, and social justice and advocacy **2.F.2.d.** the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others **2.F.2.e.** the effects of power and privilege for counselors and clients **2.F.2.h.** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
MEASURE	**OUTCOME**
COURSE: COUN-536: Multicultural and Social Justice Counseling **KPI Assignment**: Reflective Cultural ID Assignment **Threshold Criteria:** Student receives a B or better on this assignment.	**ONLINE:** Threshold Attained **ONGR:** Threshold Attained

CORE AREA 3: HUMAN GROWTH AND DEVELOPMENT	
KPI Statement (K3): 1. Apply theories of individual and family development, as well as normal and abnormal personality development, to analyze client issues with consideration of the impact of biological, neurological, physiological, systemic, and environmental factors on human development, functioning, and behavior.	**Selected CACREP Standards:** *2.F.3.a Theories of individual and family development across the lifespan* *2.F.3.c. Theories of normal and abnormal personality development* *2.F.3.e Biological, neurological, and physiological factors that affect human development, functioning, and behavior* *2.F.3.f Systemic and environmental factors that affect human development, functioning, and behavior*
MEASURE	**OUTCOME**
COURSE: COUN-622: Human Growth & Development **KPI Assignment**: Developmental Interview **Threshold Criteria:** Student receives a B or better on this assignment.	**ONLINE:** Threshold Attained **ONGR:** Threshold Attained

CORE AREA 4: CAREER DEVELOPMENT	
KPI statement (K4): 1. 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.	**Selected CACREP Standards:** *2.F.4.b.* approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors *2.F.4.e.* strategies for assessing abilities, interests, values, personality and other factors that contribute to career development *2.F.4.j.* ethical and culturally relevant strategies for addressing career development
MEASURE	**OUTCOME**
COURSE: COUN-629: Career Development Theories & Interventions **KPI Assignment**: Career Assessment, Planning, & Decision-Making Project **Threshold Criteria:** Student receives a B or better on this assignment.	**ONLINE:** Threshold Attained **ONGR:** Threshold Attained

CORE AREA 5: COUNSELING & HELPING RELATIONSHIP	
KPI Statement (K5) Conceptualize case, formulate treatments and intervention, and conduct interviews; establish counselor – client relationship, and conduct counseling sessions with cultural and ethical considerations.	**Selected CACREP Standards:** *2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships* *2.F.5.g. essential interviewing, counseling, and case conceptualization skills* *2.F.5.f. Counselor characteristics and behavior that influence the counseling process*
MEASURE	**OUTCOME**
COURSE: COUN-534: Counseling Skills **KPI Assignment**: Mock interview assignment **Threshold Criteria:** Student receives a B or better on this assignment.	**ONLINE:** Threshold Attained **ONGR:** Threshold Attained
KPI statement (K6) (Knowledge and Skills): Apply counseling theories to explain clinical issues and client behavior and develop a personal model of counseling by integrating concepts and practices from different theories relevant to counselor-in-training's personal characteristics and to clients whom they serve.	**Selected CACREP Standards** *2.F.5.a theories and models of counseling* *2.F.5.n. processes for aiding students in developing a personal model of counseling*
MEASURE	**OUTCOME**
COURSE: COUN-533: Counseling Theories **KPI Assignment**: Theoretical Integration Paper **Threshold Criteria:** Student receives a B or better on this assignment.	**ONLINE:** Threshold Attained **ONGR:** Threshold Attained

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*
MEASURE	**OUTCOME**
COURSE: COUN-540: Group Counseling **KPI Assignment**: Participation and leading of experiential group **Threshold Criteria:** Student receives a B or better on this assignment.	**ONLINE:** Threshold Attained **ONGR:** Threshold Attained

CORE AREA 7: ASSESSMENT AND TESTING	
KPI Statement (K9): Demonstrate the ability to implement diagnostic and assessment processes, including describing the symptoms and clinical presentation of clients with mental and emotional impairments, and differential diagnosis, using the current DSM and assessment results, for culturally and developmentally relevant case conceptualization and the planning of intervention.	**Selected CACREP Standards:** ***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.l****. use of assessment results to diagnose developmental, behavioral, mental disorders.*
MEASURE	**OUTCOME**

COURSE: COUN-535: Diagnosis of Maladaptive Behavior **KPI Assignment**: Diagnostic case conceptualization and treatment plan **Threshold Criteria:** Student receives a B or better on this assignment.	**ONLINE:** Threshold Attained **ONGR:** Threshold Attained

CORE AREA 8: RESEARCH AND PROGRAM EVALUATION	
KPI Statement (K10): Develop culturally and ethically sound research and related inquiry strategies to advance the counseling profession, to conduct needs assessment, to inform evidence-based counseling practice and to evaluate service delivery and program development.	**Selected Standards** *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*
MEASURE	**OUTCOME**
COURSE: COUN-625: Research and Program Evaluation **KPI Assignment**: Research Proposal **Threshold Criteria:** Student receives a B or better on this assignment.	**ONLINE:** Threshold Attained **ONGR:** Threshold Attained

Discussion 22-23

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 (KPI's) in classroom learning and at Practicum and Internship sites.

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.

Future action may include a deeper exploration of how students are supported and accommodated in the classroom. Helping students translate theory and knowledge into action and clinical work, and help students translate university accommodations (if they have them) into successful clinical internships.

SECTION IV: STUDENT PROFESSIONAL DISPOSITONS 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 thee valuative 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.

Student Professional Disposition Assessment Table for CMHC Online (ONL) and On-Ground (ONGR)

Disposition Criteria	Assessment Tools	Attainment/Success Threshold	Student Achievement
1. **_Self-Awareness_** 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.	Dispositional Professional Performance and Dispositions form in all COUN and CMHC Courses	90% of students attain a rating of 3 or above.	**ONL:** Threshold Attained: 97.3% **ONGR:** Threshold Attained: 97.1%
2. **_Openness_** The openness to receive and incorporate feedback in order to make positive changes and accept and integrate different perspectives in examining values and beliefs in practice.	Dispositional Professional Performance and Dispositions form in all COUN and CMHC Courses	90% of students attain a rating of 3 or above.	**ONL:** Threshold Attained: 98.2% **ONGR:** Threshold Attained: 99.5%
3. **_Interpersonal Effectiveness_** The ability to show empathy and unconditional acceptance towards others and to dialogue with compassion and take responsibility and accountability for impact of actions toward others.	Dispositional Professional Performance and Dispositions form in all COUN and CMHC Courses	90% of students attain a rating of 3 or above.	**ONL:** Threshold Attained: 97.6% **ONGR:** Threshold Attained: 98.4%
4. **_Professional Integrity_** The ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating	Dispositional Professional Performance and Dispositions form in all COUN and CMHC Courses	90% of students attain a rating of 3 or above.	**ONL:** Threshold Attained: 98.2%

discussion and caring confrontation *(courage)*; to adjust to challenges with a positive attitude.			**ONGR:** Threshold Attained: 98.4%
5. **Respect & Commitment to Diversity & Social Justice** The ability to demonstrate Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility with respect for differences in thought, opinion, and experiences; to initiate and take action to increase self-awareness of one's own social identities, social group statuses, power, privilege, oppression, strengths, and limitations.	Dispositional Professional Performance and Dispositions form in all COUN and CMHC Courses	90% of students attain a rating of 3 or above.	**ONL:** Threshold Attained: 98.6% **ONGR:** Threshold Attained: 99.8%
6. **Ethical Practice** The ability to identify ethical dilemmas and seek consultation. The ability to monitor one's ethical behavior and seek to uphold professional ethical practices.	Dispositional Professional Performance and Dispositions form in all COUN and CMHC Courses	90% of students attain a rating of 3 or above.	**ONL:** Threshold Attained: 97.6% **ONGR:** Threshold Attained: 99.6%
7 **Clinical and Professional Readiness** This is about the student's readiness to work with clients of diverse backgrounds and clinical issues. This includes the ability to manage personal issues which may manifest and interfere with the effectiveness of the counseling relationship and overall wellness of the clients.	Dispositional Professional Performance and Dispositions form in all COUN and CMHC Courses	90% of students attain a rating of 3 or above.	**ONL**: Threshold Attained: 96.9% **ONGR**: Threshold Attained: 98.4%

Discussion 22-23

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 the Student Development Committee (SDC) for further investigation and support. Faculty explored 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, and retaking necessary 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 future annual reviews to guide gatekeeping and student retention efforts. Their recommendations were as follows:

- Request AY 23-24 data including the number of student referrals, type of referrals, remediation strategies, and outcomes.
- Capture dispositional concerns earlier and utilize SDC at the onset of concerns.

SECTION V: PROGRAM EVALUATON – INPUT FROM STAKE HOLDERS

A.   Advisory Board Meeting:

The advisory board meeting was held on January 15, 2024, 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. Drs. Tiffany Stoner-Harris and Lauren Melamed, Training Directors for On-ground and Online, as well as Dr. Tsui-Yee Chow, Department Chair, were also in attendance. 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. 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.

Strengths of the program	Suggested improvements
Adler's mission and objectives is consistent with student experience	Move up social justice statement to the top of the mission statement and make mission more condensed
Site supervisors express having positive experiences with Adler students	More emphasis on skills and integration of skills. Confrontation. Beyond asking questions.
Adler students appear to be more well-rounded than other interns	Multicultural class is not enough. Perhaps a part 2 to this course in the second year.
Social justice – felt it was appropriately weaved into courses.	Case conceptualization, theoretical orientation needs strengthening. How does this impact diagnoses – maybe have more self-reflection as it relates to what this means for students.
Recorded sessions and transcript was very useful learning tool.	More checkpoints for students related to their personal readiness for field work
Excellent training that really helped qualify students for the field	

B. Student Feedback Surveys:

Throughout the academic calendar year, Administrators and Faculty led Student Town Halls (both online and on-ground) 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. Below are some results and feedback for two recent surveys. 1) Survey to existing students regarding program objectives and program experience. 2) Survey for Online Modality students related to residency week.

1) **CMHC Program Feedback Student Survey – Spring 2024.** Some highlights from this survey. Include the following:
   o Degree to which Program Objectives align to learning goals. Average score 4.5 out of 5.
   o Additional student comments include:
     - There needs to be a much bigger emphasis and much more education on how to deal with crises.
     - Definitely would love more a variety of electives (maybe more courses focused on trauma) as well as working to integrate more connections to diversity and cultural sensitivity.
     - More skills building and clinical applications of the topics we learn about. We need more practice as a program and less paper writing.
     - Professional outcomes should be a first semester class, not theories
     - More video recordings and powerpoint presentations done by professors every week (online).

2) **CMHC Online Modality Residency Week Experience Survey - Spring 2024.** Some highlights from this survey. Include the following:
   o Meeting teachers and students in person. Practicing in person instead of online was thematically valuable.
   o Students reported residency was valuable time to interact directly with professors to build relationships as well as collaborate in person with classmates to build deeper understanding of course content.
   o Themes such as the student experience in real time with immediate feedback were very helpful in development of skills, treatment planning, and groups. In person learning provided connections that strengthened cohort connections with classmates.
   o Students reported it was one of the most valuable parts of their degree.

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		
Strengths of Program	**Areas of growth**	**Areas Specific to Preparing Future graduates**
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 40Kto 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		
Strengths of Program	**Areas of growth**	**Areas Specific to Preparing Future Graduates**
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 22-23.

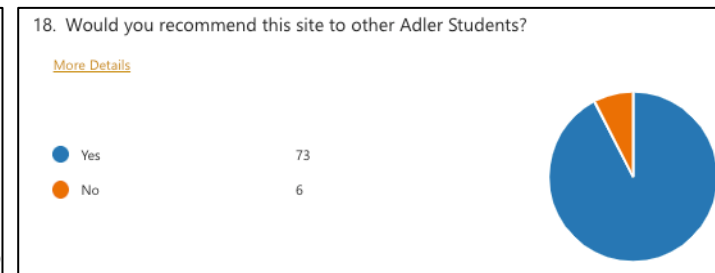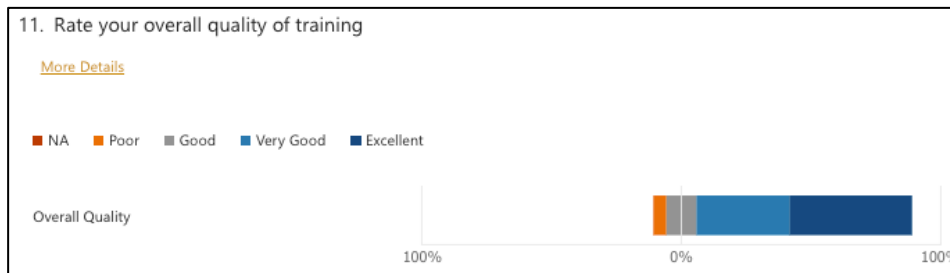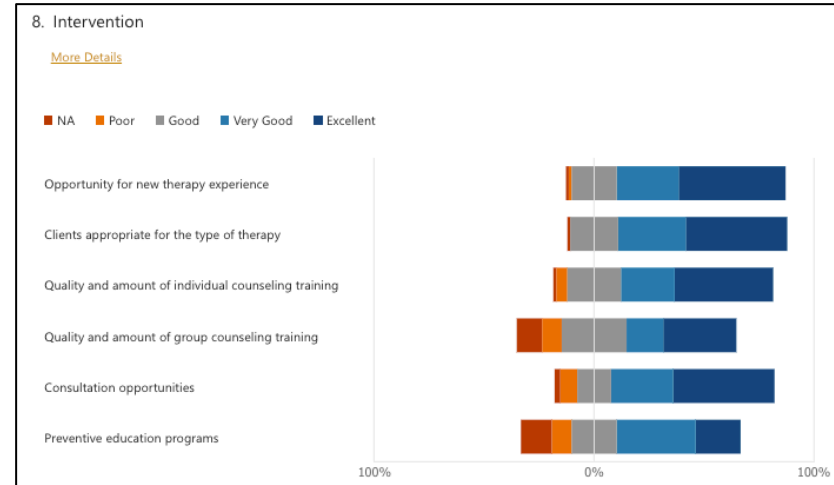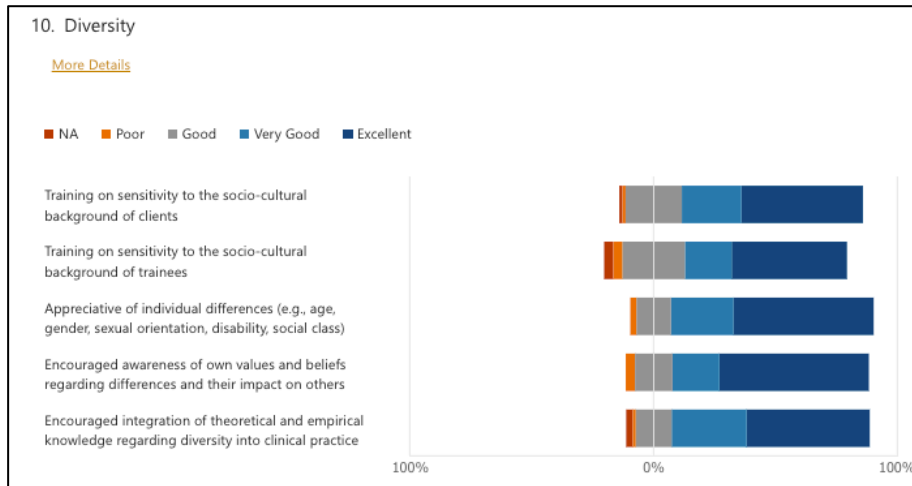**Practicum and Internship Site Supervisor Survey and Input**

The relationship between the CMHC program and Clinical training sites continues to be of utmost importance. There are various touchpoints between Directors of Training and external training sites in order to evaluate the effectiveness and progress of the clinical internships and training programs. During AY 2022-2023 the following touchpoints were clearly defined:

- **Touchpoint 1: Outreach and Site Approvals:** When students or directors are made aware of new external training opportunities, DOTs engage in a site review and approval process to ensure sites can meet training program requirements during a student's clinical practicum and internship year. In AY 22-23, approximately 200 site approval calls and processes resulted in a total of 27 new Institutional Affiliation Agreements bring signed for sites outside the state of Illinois. During site approval calls DOTs discuss and review the mutual requirements of internship programs to ensure a good fit a positive experience for Adler CMHC Interns.

- **Touchpoint 2: Orientation:** 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. New and returning sites are invited to participate in onboarding and orientation at the start of a clinical training cycle. In AY 2022-2023 the DOTs reviewed and made changes to improve the onboarding process for both new external training sites as well as new faculty seminar leaders. Orientation trainings include how to utilize Time2Track for approving hours and conducting evaluations, as well as providing clarification about communication flows and troubleshooting issues with interns as they arise.

- **Touchpoint 3: During the training cycle**: The DOTs also 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. Final evaluations are also utilized at the culmination of each semester to assess for interns' growth and development, in addition to help the institution better understand what external site's require from their internship trainees.

Student Evaluations of External Training Sites

At the culmination of each training year, CMHC students are invited to provide anonymous feedback about their external internship site. In AY 22-23, the DOTs implemented new processes to streamline the acquisition of these surveys using student LMS pages. As a part of their CMHC seminar LMS course, students are now automatically prompted 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. The results yielded in 22

respondents from CMHC Online and 79 Respondents from CMHC On-Ground. Below represents a sample of data collected about sites by CMHC students:

10. Diversity

8. Intervention

11. Rate your overall quality of training

18. Would you recommend this site to other Adler Students?

Yes 73
No 6

Due to staffing turnover, no site-supervisor survey was distributed in AY 22-23 but plans to re-initiate this survey have already been implemented for AY 23-24.

Furthermore, the Directors of Training participate in a university-wide Training 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.

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:

- o Strengthening systematic efforts to gather student and employer input in AY 23-24 and beyond,
- o Refining and automating data collection
- o Centering the student experience in program material and operational modifications,
- o 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)
- o Provide doctoral-level leadership experience with DOTs to support site approval processes and maintenance of site eligibility and quality control
- o Establish a CMHC Training LMS page to support faculty, advisors and students involved in training.

SECTION VI: PROGRAM MODIFICATIONS AND ACTIONS

There were many new cohorts added to the online and on ground modalities which contributed to the ongoing growth of the CMHC Program. In Fall of 2023 Doctors Shawn Wunderlich and Bellah Kiteki were hired as core online faculty to support effective faculty: student ratios. Also added in this academic year was the addition of a dedicated Program Director for the online modality, Dr. Jennifer Bonino. Dr. Lauren Melamed moved from core online faculty to the Director of Training for Online CMHC. Faculty for the on-ground modality held steady for this academic year. 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).

Comprehensive Examination

Throughout 2022-23 program operations were monitored, and quality improvements guided by AY 2021-22 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 to acclimate students to standardized testing and support assessment of knowledge acquisition (e.g., each module in COUN 533 – Counseling Theories includes a quiz).

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 continue to review and update 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.

<u>Operations and Diversity</u>

Specific to the online modality, a supported transition to independent course shell management and maintenance by department and program leadership. The online modality now works in conjunction with EDI to maintain quality and ensure quick turnaround of any updates or fixes. 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.

The diversity of the program faculty and leadership is noteworthy within a predominantly white institution and considering 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 colleagues. 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.

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 2/17/2024 that the CMHC Program is operating effectively as demonstrated by the data in this report. The program was successful in recruiting and retaining a diverse student body. The vast majority of our students met CMHC program and course level objectives and demonstrated the professional dispositions required of mental health counselors in both didactic and field training. Satisfaction with the program and successful employment were reported by recent program graduates and alumni.

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.

Overall, the evaluation of the data available for AY 2022-23 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 next year's report. 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.