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Counseling Program: 2020 Annual Report

Review Period: 2019-2020 Academic Year

October 12, 2020

Summary

This report results from the Counseling Program evaluation performed by the AGS Counseling Faculty, based on data collected during the 2019-2020 Academic Year. Program evaluation was conducted using the following as framework:

- Institutional Mission
- Institutional Core Values
- Program Objectives

Program objectives or outcomes (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated. Data collected and analyzed for this report include:

- Demographic data of student and faculty bodies
- Aggregate data of student learning
- Student satisfaction
- Job placement rates
- Pass rates on licensure examinations
- Follow-up data from alumni

Data analysis focused on identifying program strengths and areas for improvement; identification of areas for improvement triggered the development of improvement plans to be implemented in the 2020-2021 academic year.

Section 1: Executive Summary

Program Snapshot

The following data provide a snapshot of the AGS Counseling Program demographics and of the professional success of program graduates in the last two years. Data related to graduates were obtained by a survey of graduates from the 2018-19 and 2019-20 academic years.

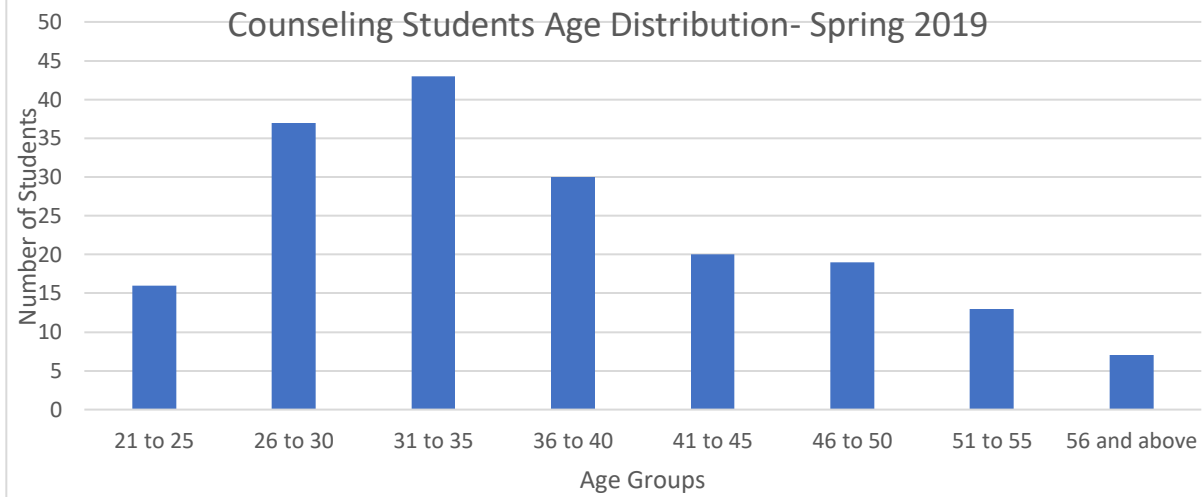### Counseling Program Student Demographics Spring 2019

The Counseling Program examines student demographics at the end of each academic year (Spring term) as one of the indicators of the program's effectiveness in recruiting and retaining a diverse student population and providing an inclusive learning environment. The table below provides the data for Spring 2019. Summarizing, there were 185 active students in the counseling program, with 19.5% of those being from underrepresented ethnic groups; student's ages varied from 21 to 62 years, with a median age of 37. As is typical in the profession, most students were female, with a male representation of 22.7%.

	Ethnicity					Age Range					Sex	
	American Indian/AK Native	Asian	Black/African American	Hispanic/Latinx	White	21-30	31-40	41-50	51-60	61+	Female	Male
Number	4	7	21	4	149	53	73	39	18	2	143	42
Percentage	2.2	3.8	11.3	2.2	80.5	28.6	39.5	21.1	9.7	1.1	77.3	22.7

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Counseling Students Ethnicity Spring 2019

■ American Indian/AK Native   ■ Asian   ■ Black/African American   ■ Hispanic/Latinx   ■ White

Counseling Students Age Distribution- Spring 2019

Number of Students

Age Groups
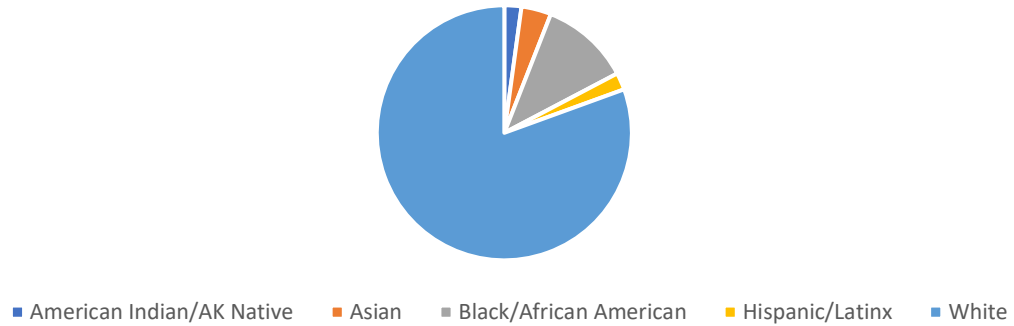
Counseling Students Sex Distribution - Spring 2019Chart Title
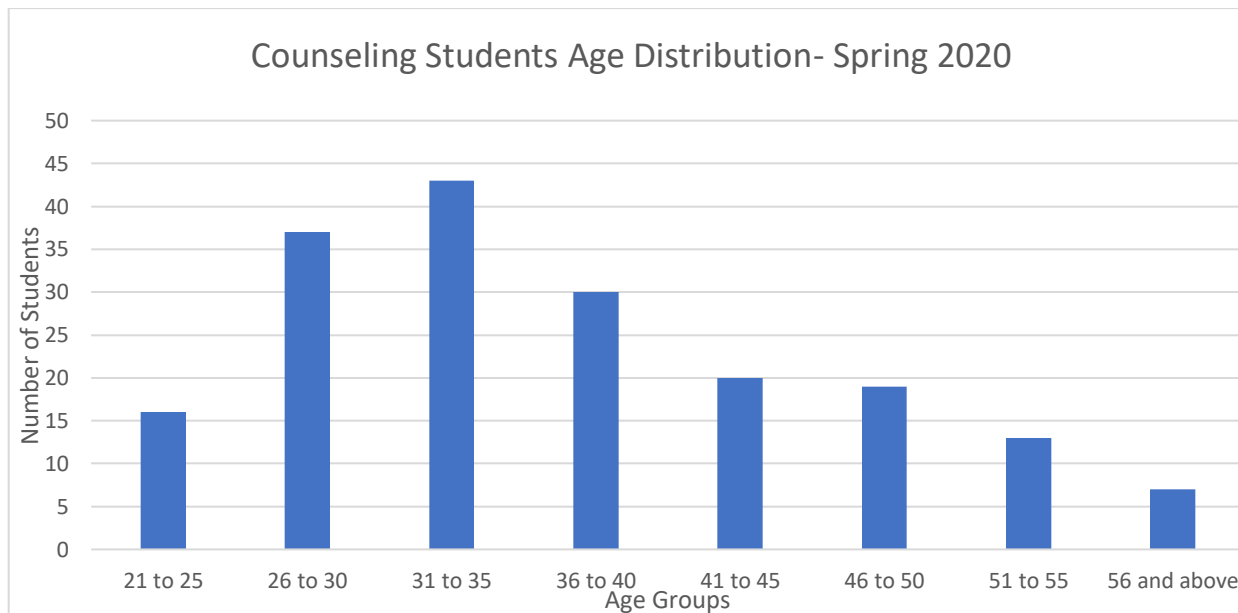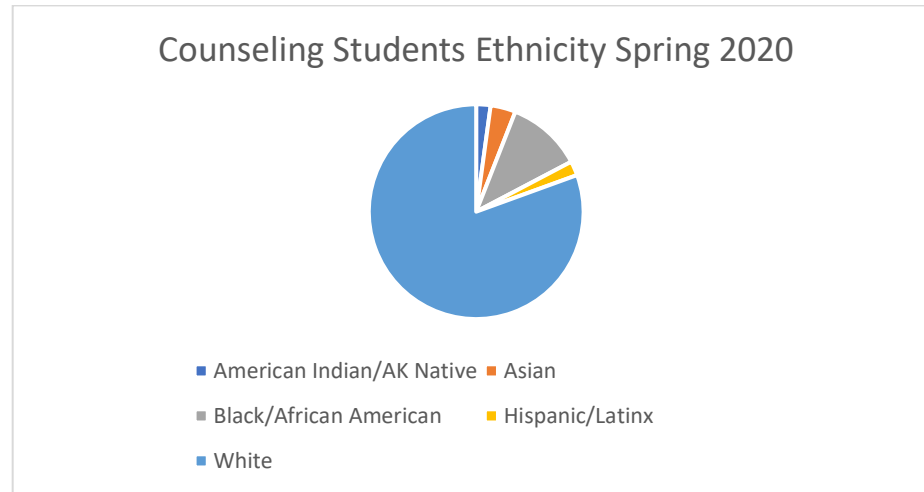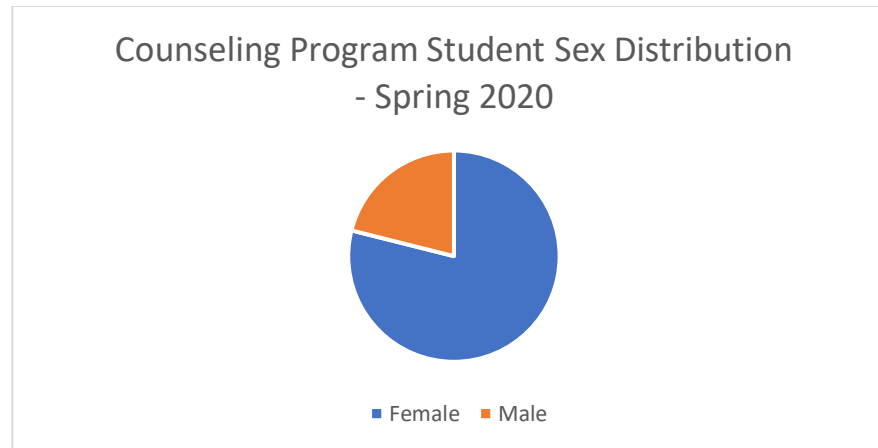
■ Female ■ Male
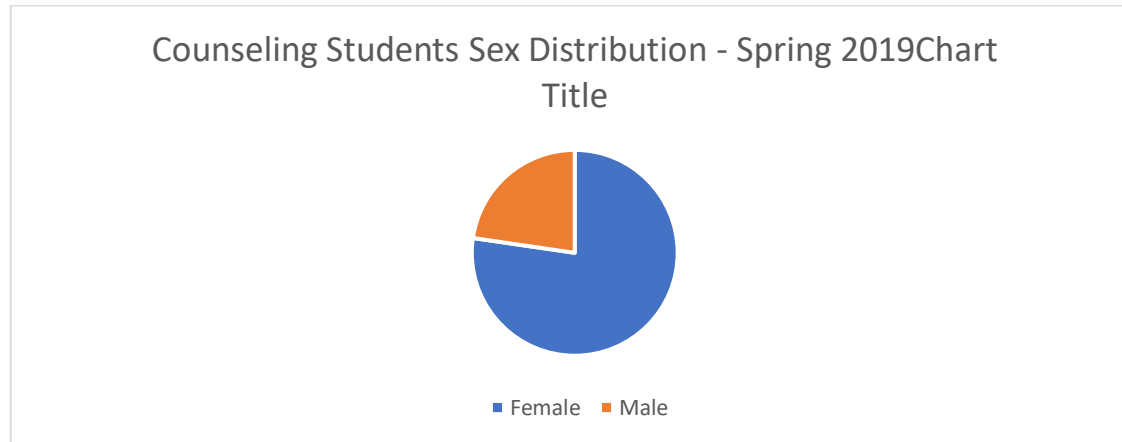
Counseling Program Student Demographics Spring 2020

The table below provides the data for Spring 2020. Summarizing, there were 166 active students in the counseling program, with 21.7% of those being from underrepresented ethnic groups; student's ages varied from 21 to 66 years, with a median age of 34.5. As it is typical in the profession, most students were female, with a male representation of 21.1%. Although the program hasn't been able to significantly increase the representation of under-represented group, we continue to maintain a level of diversity greater than that of the state of Minnesota.

	Ethnicity					Age Range					Sex	
	American Indian/AK Native	Asian	Black/African American	Hispanic/Latinx	White	21-30	31-40	41-50	51-60	61+	Female	Male
Number	3	4	27	2	130	60	53	36	14	3	131	35
Percentage	1.8	2.4	16.3	1.2	78.3	36.1	31.9	21.7	8.4	1.8	78.9	21.1

Counseling Students Ethnicity Spring 2020

- American Indian/AK Native
- Asian
- Black/African American
- Hispanic/Latinx
- White

Counseling Students Age Distribution- Spring 2020

Counseling Program Student Sex Distribution - Spring 2020

Female   Male

Employment and Licensure

Our employment and licensure data are obtained through biannual alumni surveys. As demonstrated by the data below, the majority of our students (approximately 78%) obtain employment in the field prior to graduating from the program and those who are not employed in the field upon graduation obtain employment within six months of program completion. In addition, a survey of sites in which our students did practicum and internship indicates that 97% of the sites that responded to the survey would hire one of our graduates.

Regarding licensure exams, 67% of the students who graduated in the last 2 years haven't taken the exam yet. Of those who have taken the exam, 78% passed in the first attempt and 22% passed in the second attempt; no one failed the exam twice. Regarding income, the majority (66%) of the alumni who graduated in the last two years reported earning salaries between $40,000 and $60,000.

2019-2020 Exit survey of graduating students – Employment Data

	% Employment Opportunity Available at Internship Site		% Employment in the Field Upon Graduation	
	Program	Specialties	Program	Specialties

		CMHC	CODAC	MCFC		CMHC	CODAC	MCFC
Yes	73.0	69.2	81.8	69.2	78.9	78.6	72.7	84.6
No	27.0	30.8	18.2	30.8	21.1	21.4	27.3	15.4

Alumni Survey 2018-19 and 2019-20 – Employment and Licensure Data

Time to Secure Employment	Percentage of Respondents
Employed upon Graduation	78
Employed within 2 months of graduation	13
Employment within 6 months of graduation	4
Unemployed after 6 months of graduation	0

Yearly Salary Range	Percentage of respondents
Less than $40,000	11
$40,000 to $60,000	61
$60,000 to $80,000	19
More than $80,000	9

Number of Attempts to Pass Licensure Exam	Percentage of Respondents
Passed on first attempt*	78
Passed on second attempt*	22
Did not pass after two attempts	0
Haven't taken the exam yet	67

*Among students who took the exam

Program Improvements Launched in Academic Year 2018-19

These past two years have been dedicated to launching a new institutional evaluation plan and program assessment procedures, strengthening our counseling curriculum through the implementation of competency based key assessments, and creating sustainable systems (i.e., advising, admissions) that promote excellence in student learning. Our major accomplishments were:

- Creating a new sustainable framework for institutional effectiveness planning (developed in January 2018). This is a living document that is updated as progress is made, and goals are achieved. The last data review was conducted at a June 21, 2019, strategic planning retreat that included all AGS's constituent groups (alumni, board, faculty, staff, and students).
- Hiring of a highly qualified and culturally diverse full-time faculty body. As each student is assigned a faculty advisor that supports them throughout the program, this has considerably improved student support.
- Implementation of new Program Evaluation Plan (PEP). The counseling program is evaluated on a regular schedule per the PEP.
- Review of curriculum map and alignment of curriculum with CACREP standards. Key Assessments were revised and implemented throughout the curriculum.
- Identification of key performance indicators to be assessed three or more times and through multiple measures throughout each student's program.
- Inclusion of student learning objectives and assignment rubrics on all syllabi to allow for student self-assessment prior to assignment submission.
- Quality of instruction is reviewed by program Chairs as part of the faculty evaluation process and by students, at the end of each course, through SmartEvals. This is a new system for faculty/course evaluation (Previously used IDEA). In addition, graduating students provide an overall evaluation of the program via an exit survey.
- New full-time faculty evaluations that serve as basis for faculty development.
- Implementation of student portfolios to replace master's projects, as a tool to 1) promote professional identity development; 2) allow for longitudinal assessment of individual students; and 3) allow for collection of student learning aggregate data.

2019-2020 Program Improvements

- Development of signature assignments with rubrics to measure key performance indicators at three or more times and through multiple measures throughout each student's program.
- Implementation of a professional dispositions assessment process, including (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.
- Further development of the original PEP to improve efficiency and meaningfulness of data collection and analysis.
- PEP implementation.
- Started analysis and utilization of student learning data for program improvement.

Section 2: Assessment

Institutional Effectiveness Planning (IEP)

The IEP allows for continuous review of Institutional goals. A Leadership Team, consisting of the President, Director of Academic Affairs, Director of Assessment, Finance, Human Resources, Admissions, Technology, and an Academic Representative meet weekly to review updates and report on action plans created from the IEP. The IEP is reviewed annually by stakeholders, including faculty, staff, students, board of directors, and alumni. The teams work together to evaluate the strengths, weaknesses, opportunities, and overall effective functioning of the institution within all departments. The goals of this annual review are to:

- To explore the future direction for the Adler Graduate School in context of the Institutional Effectiveness Plan (IEP).
- To review data and operationalize goals in the IEP.
- To reinforce a cultural commitment to assessment and continuous improvement process.
- To prepare team members for active participation in accreditation processes.
- To connect retreat participants to build team and create consensus for the plans leading to the future growth of AGS.

Program Evaluation Plan (PEP)

The counseling program is systematically evaluated according to the Program Evaluation Plan (PEP). Program evaluation involves collecting and critically analyzing information about a program's activities, characteristics, and outcomes, followed by making decisions for program improvement.

The Program Evaluation Plan (PEP) is led by the Director of Assessment in collaboration with program faculty. This plan provides a timeline for program evaluation. Data evaluation is driven by program faculty and supported by administration and staff, as needed. The PEP provides evidence of the strengths and weaknesses of our curriculum and our methods of delivering it.

Program Data Point	Assessment Data to be collected	Data Collection	Objective	Process
Outcome A: Provide state-of-the-art academic programming guided by competency-based standards and outcomes.				
A.1 – Student Learning and Performance	Key Performance Indicators (KPIs) – Signature Assessment Data	Data collected in Livetext on an ongoing basis through Key Assessments in courses.	Review of outcome data to make decisions on curriculum changes and student learning.	Assessment data pulled from Livetext and Moodle. Review Plans are filled out and action

			plans implemented (see schedule below).
A.2 – Student Academic Development	• Touchpoint Data from Portfolio Rubrics • Satisfactory Academic Progress (SAP) data from SONIS	• LiveText Portfolio Rubrics are filled out by advisors and saved in advising files. Notes are kept in SONIS. • Registrar collects SAP data.	• Advisors meet with students to review portfolio to ensure academic/professional progress is being made. • SAP data are evaluated to identify students at risk to determine Prevention and Intervention strategies.	Aggregated touchpoint data are reviewed in comprehensive program reviews. Chairs meet with advisors to ensure touchpoint rubrics are being completed and to see if there are any intermediate progress plans to be made. Teams meet at the end of every Term to review SAP data. Action plans created based on data review.
A.3 – Student Professional Development	• Dispositions Form • Student Preparedness	Disposition forms completed in LT in the following courses: • Multicultural Courses (523, 558SU2). • Practicum (977SU, 931, 947). • Internship [978 (SC); 938, 948, 988 (COUN); 958 (AT)] • Exit Survey Question #4	• Professional dispositional data are collected and aggregated to determine readiness for profession, areas for improved instruction, and/or retention, remediation, or dismissal. • Aggregated student preparedness data are collected at the exit of the program to determine area(s) for program improvement.	• Students submit a short self-evaluation summary to LiveText in their Multicultural course and Internship course. Faculty complete a disposition evaluation for each student in LiveText. • Student preparedness data are collected in the

				exit survey before the oral exam.
Outcome B: Provide an active and inclusive learning environment where students utilize self-reflection, feedback, and skill acquisition to gain meaning and generate new knowledge.				
B.1 - Quality of FE Program	1. Field Experience site survey of academic program. 2. Student Evaluation of Internship site. 3. Exit Survey Questions pertaining to Field Experience.	1. Data reports from SurveyMonkey 2. Paper evaluations. 3. Exit survey Questions: #12(SC), #17-19(AT), #23(COUN)	1. Feedback from site supervisors is collected to inform decisions regarding strengths and program improvement needs. 2. Student formally evaluates practicum and internship supervisors and sites to inform faculty of any modifications needed when placement decisions. 3. Aggregated survey data is collected to inform Field Experience course improvements or modifications needed.	Evaluation of student performance is done at the program level. The program sends out a SurveyMonkey link to Internship sites each Spring to collect summative program data. Data are analyzed during the Comprehensive Program Review. Student evaluations of internship sites are done via a paper form. This is collected in Moodle by the Field Experience Coordinators. Exit Survey data is aggregated and analyzed at the

			Comprehensive Program Review.
B.2 - Quality of Advising	Exit survey. Tracking meetings and communications in SONIS notes.	Aggregated data on exit survey question on advising collected. Periodic review of SONIS notes.	To review the quality of advising and support our students are receiving we review the aggregated data from the exit survey. Additionally, Chairs review SONIS notes for students to ensure thorough notes are being taken on advising.	Aggregated survey data are reviewed during the comprehensive program review. Chairs review SONIS notes throughout the year.
B.3 - Retention, persistence, and completion rates	Data reports sent by Registrar.	Retention data; Persistence data; Completion data; Demographics Data; Conditional Admissions data.	The program uses institutional student data on retention, persistence, and completion to inform program improvements and modifications. Demographics and conditional admissions data are used to evaluate whether additional population-specific needs are being met.	Data are provided to the Director of Assessment, posted on the web (for transparency), and analyzed in an ongoing basis during assessment meetings each new term.
B.4 - Faculty Performance	Instructor evaluations and observations Smart Evals course/instructor evaluations (these are only used to formulate faculty	Chairs review each faculty via a faculty performance rubric. Smart Evals course/Instructor evaluations.	Faculty performance is reviewed on an annual basis throughout year (per hire date) by each program Chair to determine areas for improvement, remediations, and/or dismissal.	Faculty performance is reviewed on an annual basis by each program Chair. Rubric given to HR. Students are sent a SmartEvals link to

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	development plans, not for faculty evaluation) Exit survey		Students have an opportunity to review their courses and faculty after every course taken. This data are used for course improvements by instructors.	evaluate their courses and instructors after each course taken. Data are stored in SmartEvals and accessible to Admin and Chairs.
Outcome C. Prepare students to offer quality professional counseling services that focus on transforming society through social interest in action.				
C.1 – Internship and Employer Survey	Employer Survey (includes employment and post-graduation performance)	Employer data are collected on an annual basis via SurveyMonkey.	Aggregated data collected from site supervisors and employers of graduates as part of our program evaluation.	Survey is sent out via SurveyMonkey each Spring. Data are collected and analyzed at the comprehensive program review.
C.2– Post Graduate Employment	Alumni Survey (includes employment, service, licensure, and preparedness) Exit Survey - Employment opportunities	Alumni Survey is sent out via SurveyMonkey. Exit Survey	Aggregated data collected from alumni and graduates as part of our program evaluation. Data on employment, service, and licensure is collected.	Survey is launched every Spring for previous Academic School Year. Exit survey is launched at oral exam. Data is analyzed at comprehensive program review.

Program Review Schedule			
Annual Program Review	Review of all program aggregate data from PEP	Program Action Plans, Systems, Student Handbooks, Manuals, Advising, Processes (i.e., admissions).	Annual comprehensive review each Summer.

COLLECT: Data are continuously collected throughout the evaluation process. An exception would be the launch of a survey, which is done within a specific Term.

ANALYZE & PLAN: Data are evaluated, and an action plan is developed on a Program Evaluation Plan (PEP-AF) action form.

IMPLEMENT: Resources are obtained, plan is put into action, reported out to stakeholders.

	Summer EVEN	Fall EVEN	Winter ODD	Spring ODD	Summer ODD	Fall ODD	Winter EVEN	Spring EVEN
Outcome A: Provide state-of-the-art academic programming guided by competency-based standards and outcomes.								
A.1 – Student Learning and Performance	COLLECT	COLLECT	ANALYZE & PLAN SPECIALTY	IMPLEMENT	COLLECT	COLLECT	COLLECT	COLLECT
A.2 – Student Academic Development	ANALYZE & PLAN AS PART OF PROGRAM REVIEW (B.5, B.6, B.7, B.8) SAP DATA TO BE REVIEWED EVERY TERM							
A.3 – Student Professional Development	COLLECT	ANALYZE & PLAN	IMPLEMENT	COLLECT	COLLECT	ANALYZE & PLAN	IMPLEMENT	COLLECT
Outcome B: Provide an active and inclusive learning environment where students utilize self-reflection, feedback, and skill acquisition to gain meaning and generate new knowledge.								
B.1 - Quality of FE Program	ANALYZE & PLAN	IMPLEMENT	COLLECT	COLLECT	ANALYZE & PLAN	IMPLEMENT	COLLECT	COLLECT

B.2 - Quality of Advising	ANALYZE & PLAN	IMPLEMENT	COLLECT	COLLECT	ANALYZE & PLAN	IMPLEMENT	COLLECT	COLLECT
	REVIEW NOTES THROUGHOUT THE YEAR							
B.3 - Retention, persistence, and completion rates	COLLECT	ANALYZE & PLAN	IMPLEMENT	COLLECT	COLLECT	ANALYZE & PLAN	IMPLEMENT	COLLECT
B.4 - Faculty Performance	REVIEWED annually throughout year (per hire date) by each program Chair AND at annual formal evaluation and throughout year as needed.							
Outcome C. Prepare students to offer quality professional counseling services that focus on transforming society through social interest in action.								
C.1 – Internship and Employer Survey	ANALYZE & PLAN	IMPLEMENT		COLLECT/LAUNCH	ANALYZE & PLAN	IMPLEMENT		COLLECT/LAUNCH
C.2 – Post Graduate Employment	ANALYZE & PLAN	IMPLEMENT		COLLECT/LAUNCH	ANALYZE & PLAN	IMPLEMENT		COLLECT/LAUNCH
	EXIT SURVEY DATA COLLECTED THROUGHOUT THE YEAR.							

References

Palomba, C. A., & Banta, T. W. (1999). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education. Higher and Adult Education Series*. Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.

Patton, M.Q. (1987). Qualitative Research Evaluation Methods. Thousand Oaks, CA: Sage Publishers

Program Outcomes

Program objectives or outcomes (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.

Adler Graduate School strives to make student outcome data accessible and transparent. Student outcomes are a collection of performance indicators and/or statements that clearly state the expected knowledge, skills, attitudes, and competencies that students are expected to acquire at an institution of higher education. Data are collected and analyzed in three core areas (see Program Outcomes) to inform institutional decision-

making, improvement planning, problem identification, curriculum planning, goal setting, faculty development, course revision, program review, and accountability. Our program outcomes are:

A. Provide state-of-the-art academic programming guided by competency-based standards and outcomes.
B. Provide an active and inclusive learning environment where students utilize self-reflection, feedback, and skill acquisition to gain meaning and generate new knowledge.
C. Prepare students to offer quality professional counseling services that focus on transforming society through social interest in action.

Student Professional Outcomes

- Demonstrate foundational knowledge, including legal and ethical practice, of the counseling profession.
- Demonstrate understanding and application of theory as it is used in Adlerian assessment, case conceptualization, goal setting, and treatment.
- Demonstrate the necessary knowledge, skills, attitudes, and integrative competencies to enter into a counseling career focused on working with individuals, families, and groups within diverse communities.
- Demonstrate personal and professional growth, through the use of supervision and professional dispositions, to recognize areas of strength and growth opportunities in the development of professional identity.

Student Learning Outcomes

Student Learning Outcomes (SLOs) are developmentally mapped throughout the curriculum. Although the Counseling Program is not accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs), the program uses CACREP standards to organize the curriculum as these are the highest academic standards for counselor education programs. Key Program Indicators (KPIs) are competency-based statements that are used to develop measurable outcomes of student academic performance. Student learning outcomes (SLOs) are the measurable statements that are created from the KPIs. They are developmentally mapped in the program curriculum map. They are mapped as Introduced (I), Reinforced (R), and Applied (A) throughout the curriculum. Thus, each SLO is measured three times throughout a student's program. Additional competencies are mapped and are identified as either being a primary (P) or a secondary (S) competency throughout our curriculum.

How We Use Data to Assess Student Learning

Student learning is a campus-wide responsibility. Creating a culture of assessment helps us to enact that responsibility. This begins with teamwork, commitment, and having the appropriate resources. We use student learning data to accomplish the following:

1. Make decisions regarding curriculum and instruction. This includes curriculum design, specific courses, and teaching methods.
2. Plan, implement, and evaluate program improvement initiatives.
3. Monitor academic program effectiveness, including field experience and advising processes.
4. Monitor faculty performance in on campus and online courses.
5. Monitor student preparedness and professional readiness.
6. Disseminate evaluation reports to stakeholders, both internal and external.

Evaluation of Program and Student Outcomes – Academic Year 2019-2020

Surveys of graduating students and site supervisors are used to collect data about students' preparedness to enter the professional field. These data are presented below and indicate that the vast majority of our students are well prepared to enter the field.

Survey of Exiting Students – 2019-20 Academic Year

Areas of Professional Practice	Well/Very Well Prepared (% of responses)
Adlerian Foundation	100
Professional Identity	87
Professional Ethics	100
Cultural Awareness and Skills	97
Normal and Abnormal Human Development	89
Theoretical Conceptualization of Client	92
Group Dynamics and Skills	89
Assessment Interviewing and Instruments	84
Application of Assessment to Treatment Planning	74
Choosing and Implementing Interventions	79

Research	82
Therapeutic Relationship Skills	97

Survey of Field Experience Site Supervisors

Areas of Professional Practice	Well/Very Well Prepared (% of responses)
Academic Preparation	100
Professionalism	97
Clinical Skills	87
Communication Skills	100
Administrative Skills	90
Knowledge of Current Trends in the Field	90
Ability to Recognize Legal and Ethical Issues	94
Ability to Appropriately Address legal and Ethical Issues	94
Multicultural Awareness and Training	94
Knowledge of Best Practices in Counseling	97
Capacity for Self-Reflection	100
Capacity to Incorporate Supervisor Feedback	100
Dedication and Commitment to the Field of Counseling	100

Identified Program Strengths – Academic Year 2019-2020

- All students exiting the program reported feeling a strong sense of belonging and significance (from 86% in MCFC to 100% in CMHC and CODAC), which indicates the program is meeting goal 3.2.1 of the institutional effectiveness plan.
- An average of 96% of the exiting students reported feeling satisfied or very satisfied with faculty responsiveness both in and outside of the classroom. This contributes to goal 1.3 (to promote student professional development through student-faculty interactions in and out of the classroom) of the institutional effectiveness plan.
- 100% of the exiting students, in all specialties, reported feeling well or very well prepared in Adlerian foundation. This speaks to the program success in addressing goal 2.1 of the institutional effectiveness plan (to integrate Adlerian principles into all our educational activities).

- 95% of the students exiting the program reported that their field experience (practicum and internship) faculty supervisors met or exceed their expectations in all the evaluated areas (modeling ethical and clinical behaviors, modeling Adlerian behaviors and attitudes, and multicultural awareness, knowledge and skills). This contributes to goal 3.1.2 of the institutional effectiveness plan, which focuses on recruiting and retaining students of different demographic and cultural backgrounds.
- 97% of the site supervisors who responded to our survey indicated they would hire a graduate of the AGS counseling program.
- The data shown in pages 17 and 18 show that the program is meeting all of the student professional outcomes (delineated on page 16 of this report).

Areas Identified for Program Improvement in Academic Year 2020-2021

- Although the great majority (77% overall) of students exiting the counseling program indicated feeling well or very well prepared to enter the counseling field, this was lower for students finishing the marriage, couple, and family counseling specialty (MCFC, 71%) than for students in the other specialties. Analysis of the specific areas of counselor preparation revealed that among students finishing the MCFC specialty only 69% felt well prepared or very well prepared to assess clients' needs through assessment interviews and/or by using assessment instruments (versus approximately 92% for the other two specialties), 54% felt confident in their ability to apply assessment results to the development of treatment plans (versus approximately 84% for the other two specialties), and 61% felt confident in their ability to choose and implement interventions and to use results of scientific research to develop evidence-based practices (versus and average of 91% for the other two specialties). As all counseling students take the same clinical research and clinical assessment courses but students in the MCFC specialty do not take a course focused on treatment planning, our conclusion is that the courses specific to MCFC (couples therapy, family therapy, and treating children and adolescents) need to be strengthened in making the connection between research, assessment, and treatment planning. These courses will undergo faculty review during academic Year 2020-2021 to strengthen this area.

- Although students graduating from the clinical mental health (CMHC) and co-occurring disorders and addictions (CODAC) specialties indicated high levels of satisfaction with advising (79 to 100%), exiting students in the MCFC specialty indicated a high level of dissatisfaction with program advising. This included advisor accessibility and responsiveness; advisor engagement throughout the program; advisor engagement and helpfulness during portfolio or master project development; advisor's commitment to providing using feedback and helping development of student's professional identity; advisor's flexibility; and advisor's helpfulness in academic planning (43%, 50%, 64%, 57%, 57%, and 50% satisfaction in each of these areas, respectively). Although unfortunate, we were not surprised by these data. The program has faced high turnover in marriage and family counseling advisors and field-experience coordinators for many years, which has caused disruption in the advising of MCFC students. MCFC students are now being advised by core program faculty and their field experience (practicum and internship) is being coordinated by the same field experience coordinator who coordinates the other two specialties and we expect the

degree of satisfaction of MCFC students with our advising practices to increase substantially in the next two years. In addition, the counseling program is expanding the shared leadership model used at AGS to include coordinators for each of the specialties. This is expected to increase specialty oversight and faculty accountability and thereby enhance students' academic experience.

- A significant percentage of students (36% overall, 36% of students in the CODAC specialty, and 57% of MCFC students) indicated feeling a lack of community in the online courses, while among students finishing the CMHC specialty this feeling was much lower (14%). The faculty is examining the possible reasons for this discrepancy in order to develop action plans for improvement.

- Curriculum analysis combined with analysis of student learning objectives indicated the need to improve student training in the areas of 1) trauma and crisis and 2) consultation and advocacy. In order to accomplish this task, program faculty reviewed courses 511 (Foundations of Adlerian Psychology) and 513 (Comparative Theories of Personality and Psychotherapy) and devised a way to incorporate part of the 511 content into the 503 course (Introduction to the Counseling Profession) and combine the remaining of the 511 content with the 513 content, creating a new 4-credit course: 509 – Comparative Theories Through an Adlerian Lens. This allowed us to create two new 1-credit courses, 519 – Trauma and Crisis Intervention and 539 – Consultation and Advocacy for the Mental Health Profession, to be implemented with Fall 2020 admissions.

- Based on analysis of data of student learning (Key Performance Indicators) and on feedback received from students through course evaluations (SmartEvals), the following curriculum modifications were also introduced for 2020-2021 academic Year:

  o Student Course evaluations and instructor feedback consistently pointed out the courses 500 (principles of Research), 504 (abnormal Psychology & DSM 5) and 513 (Comparative Theories) were very heavy in content, which made effective learning in 5 weeks a challenge. As a result, program faculty decided to schedule courses 500, 504, and the newly created 4-credit Theories course to be taught over the entire semester (10 weeks) instead of being taught in one section (5 weeks plus special project).
  o Course 517 (Ethics and Professional Identity), which when taught online was asynchronous, when taught online will be in a hybrid synchronous/asynchronous format to allow for richer discussions of ethical dilemmas.

End of 2019-2020 Annual Report