

## Program Evaluation Plan

### Assessment

This Program Evaluation Plan (PEP) is used by Adler Graduate School to systematically assess our programs. It involves collecting and critically analyzing information about our activities, program characteristics, and learning outcomes. Its purpose is to make judgments about our program, to improve its effectiveness, and/or to inform programming decisions. In sum, our assessment process includes the systematic collection, review, and use of information for the purpose of improving student learning and development.

### 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 our 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. We collect and analyze data in three core areas (see Program Outcomes) that informs institutional decision-making, improvement planning, problem identification, curriculum planning, goal setting, faculty development, course revision, program review, and accountability. Data are reviewed by each delivery method individually and in aggregate across delivery methods.

### Program Outcomes:

- A. **Student Learning:** Provide state-of-the-art academic programming guided by competency-based standards and outcomes.
  - **Student Learning 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 in the development of professional identity.

- B. **Learning Environment:** Provide an active and inclusive learning environment where students utilize self-reflection, feedback, and skill acquisition to gain meaning and generate new knowledge.
- C. **Professional Readiness:** Prepare students to offer quality professional counseling services that focus on transforming society through social interest in action.

Key Performance Indicators are used to measure student learning and are found on our website.

Program Data Point	Assessment Data to be collected	Data Collection	Objective	Process
<b>Outcome A: Provide state-of-the-art academic programming guided by competency-based standards and outcomes.</b>				
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.  Goal: 90% of students will meet proficiency in meeting academic competency.	Assessment data pulled from Livetext and Moodle. Review Plans are filled out and action plans implemented (see schedule below).
A.2 – Student Academic Development	<ul style="list-style-type: none"> <li>• Touchpoint Data from Portfolio Rubrics</li> <li>• Satisfactory Academic Progress (SAP) data from SONIS</li> </ul>	<ul style="list-style-type: none"> <li>• LiveText Portfolio Rubrics are filled out by advisors and saved in advising files. Notes are kept in SONIS.</li> <li>• Registrar collects SAP data.</li> </ul>	<ul style="list-style-type: none"> <li>• Advisors meet with students to review portfolio to ensure academic/professional progress is being made.</li> <li>• We evaluate SAP data to identify students at risk to determine Prevention and Intervention strategies.</li> </ul>	<p>Chairs meet with advisors to ensure touchpoint rubrics are being completed and to see if there are any intermittent progress plans to be made.</p> <p>Teams meet to review SAP data. Action plans created based on data review.</p>

<p>A.3 – Student Professional Development</p>	<ul style="list-style-type: none"> <li>• Dispositions Form</li> </ul>	<p>Disposition forms completed in LT in the following courses:</p> <ul style="list-style-type: none"> <li>• Multicultural Courses (523, 558SU2).</li> <li>• Practicum (977SU, 931, 947).</li> <li>• Internship [978 (SC); 938, 948, 988 (COUN); 958 (AT)]</li> </ul> <p>Aggregated Data:</p> <p>AT/SC – every 2 years COUN – every year</p>	<ul style="list-style-type: none"> <li>• Professional dispositional data is collected through LT and aggregated to determine readiness for profession, areas for improved instruction, and/or retention, remediation, or dismissal.</li> </ul>	<ul style="list-style-type: none"> <li>• Aggregated data reviewed each year.</li> <li>• Individual dispositions reviewed in regular faculty meetings.</li> </ul>
<p><b>Outcome B:</b> Provide an active and inclusive learning environment where students utilize self-reflection, feedback, and skill acquisition to gain meaning and generate new knowledge.</p>				
<p>B.1 - Quality of FE Program</p>	<ol style="list-style-type: none"> <li>1. Field Experience site survey of academic program.</li> <li>2. Student Evaluation of Internship site.</li> <li>3. Exit Survey Questions pertaining to Field Experience.</li> </ol>	<ol style="list-style-type: none"> <li>1. Data reports from SurveyMonkey</li> <li>2. Paper evaluations.</li> <li>3. Exit survey Questions: <ul style="list-style-type: none"> <li>• (SC): #12</li> <li>• (AT): #17-19</li> <li>• (COUN) #23</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. We collect site supervisor feedback about our program to inform us of any program improvements that may be needed.</li> <li>2. Students formally evaluate practicum and internship supervisors and sites to inform faculty of any modifications needed when placing students at the site and/or support needed.</li> <li>3. Aggregated survey data is collected to inform programs of Field Experience course improvements, modifications, or changes needed.</li> </ol>	<p>Evaluation of student performance is done at the program level.</p> <p>Academic programs send out a SurveyMonkey link to Internship sites each Spring to collect Summative Program Data. Data is analyzed during the Comprehensive Program Review.</p>

				<p>Student evaluations of internship sites are done via a paper form. This is collected in Moodle by the Field Experience Coordinators.</p> <p>Exit Survey data is aggregated and analyzed at the Comprehensive Program Review.</p>
B.2 - Quality of Advising	Exit survey data	Aggregated data on exit survey question on advising collected.	Advisors provide quality advising to ensure academic/professional progress is being made.	Aggregated survey data is reviewed during the comprehensive program review.
B.3 - Demographics & Retention, Persistence, and Completion data	<p>Applications and admission data provided by the admission dept.</p> <p>Demographic Data reports sent by Registrar.</p>	<p>Yearly by program:</p> <ul style="list-style-type: none"> <li>Retention data</li> <li>Persistence data</li> <li>Completion data</li> <li>Demographic data (applicants, students, graduates)</li> <li>Conditional admit data</li> </ul>	<p>The program uses institutional student data on retention, persistence, and completion to inform program improvements and modifications.</p> <p>Demographic data and conditional admit data are used to evaluate program objectives.</p>	Data is provided to the Director of Assessment, posted on the web (for transparency), and analyzed each year during the Fall assessment meeting.
B.4 - Faculty Performance	<p>Instructor evaluations and observations</p> <p>SmartEvals</p>	<p>Chairs review each faculty via a faculty performance rubric.</p> <p>SmartEvals</p>	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 evaluate their courses and instructors after each course taken. Data is stored in SmartEvals and accessible to Admin and Chairs.
<b>Outcome C. Prepare students to offer quality professional counseling services that focus on transforming society through social interest in action.</b>				
C.1 – Post Graduate Employment and Professional Performance	Employer Survey (includes employment and post-graduation performance)	Employer data is collected on an annual basis via SurveyMonkey.	Aggregated Data collected from employers of graduates as part of our program evaluation.	Survey is sent out via SurveyMonkey each Spring. Data is collected and analyzed at the comprehensive program review.
C.2– Post Graduate Employment and Preparedness (including licensure)	Alumni Survey (includes employment, service, licensure, and preparedness)  Exit Survey - Employment opportunities	Alumni Survey is sent out via SurveyMonkey.  Exit Survey (Preparedness): (AT) #3, & #15 (SC) #3 & #11 (COUN) #3 & #22  Exit Survey (Employment)  (AT & SC): # 26-28; #13 (COUN), #26-28; #24	Aggregated Data collected from alumni and graduates as part of our program evaluation. Data on employment, service, and licensure is collected.	Survey is launched yearly for previous Academic School Year.  Exit survey is launched at oral exam. Data is analyzed yearly.

<b>Annual Program Review Schedule</b>			
Counseling	Review of all program aggregate data from PEP	Program Action Plans, Systems, Student Handbooks, Manuals,	Annual comprehensive review each Summer.
Art Therapy			

		Advising, Processes (i.e., admissions).	
School Counseling			

**COLLECT:** Data is 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 is 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
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<b>Outcome A: Provide state-of-the-art academic programming guided by competency-based standards and outcomes.</b>								
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 EACH SUMMER SAP DATA TO BE REVIEWED EVERY TERM							
A.3 – Student Professional Development	COLLECT	ANALYZE & PLAN	IMPLEMENT	COLLECT	COLLECT	ANALYZE & PLAN	IMPLEMENT	COLLECT
<b>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>								
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.							
<b>Outcome C. Prepare students to offer quality professional counseling services that focus on transforming society through social interest in action.</b>								
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**

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