

**National Louis University, Tampa Program
EdD in Counselor Education & Supervision**

CES Program Review 2020-2021

By The Numbers	2018-2019	2019-2020	2020-2021	2021-2022
Number of Students Enrolled	38	40	33	33
Number of Graduates (within Academic year noted)	1	4	4	4
Completion Rates (Completed within 7 years)	N/A	100%	87.9%	82.7%
Job Placement Rates (within 6 months of graduation)	N/A	25%	66.67%%	100%

The Assessment year is from Summer term 2021 through Spring term 2022.

Student Demographics (August 2022)

EdD CES – 33 Total Students	
Age	Number
20-29	2
30-39	11
40-49	8
50+	12
Race	Number
Two or more	1
Asian	1
Black – African American	7
Hispanic	4
White	20
Undeclared	0
Gender	Number
Male	7
Female	26

AY2020-2021 Program Outcomes Assessment Results:

Program Learning Outcome	Course or Instrument	Measure	PLO Target	# of Students Assessed	% Achieved Proficient or Better
PLO 1: Teaching: Prepare students/graduates for the role of instructor with the ability to understand and apply: teaching methods; instructional and curriculum design; and evaluation methods of teaching. ULO: 1;3a;3b;3c;3d;3e;3f;4;5;6	CES 649 – Teaching in Higher Ed.	Teaching Presentation Assignment	80% of students achieve proficient or better	9	97.50%
	CES 649 – Teaching in Higher Ed.	Teaching Portfolio		9	98.36%
	CES 677 Curriculum Design & Program Evaluation	Curriculum Development & Assessment Plan		8	95.00%
	CES 690B Internship II	Teaching Evaluations		12	100%
	CES 690B Internship II	Teaching Portfolio Assignment		4	100%
	Exit Survey	Teaching Section	90% Report proficient or better	4	100.00%
	Alumni Survey	Teaching Section		3	100.00%
	Employer Survey	Teaching Section		2	100.00%
PLO 2: Supervision: Prepare students/graduates to provide counseling supervision which: enhances supervisees' ability to conceptualize clients from multiple theoretical perspectives, nurtures supervisees' counseling skills, and evaluates the effectiveness of supervisees' counseling; uses multiple theories of supervision, and demonstrates knowledge and skills related to evaluative, gatekeeping, ULO: 1;3a;3b;3c;3d;3f;4;6	CES 644 Models of Clinical Supervision	Models of Supervision Paper / CES 644	80% of students achieve proficient or better	7	96.43%
	CES 644 Models of Clinical Supervision	Supervision Philosophy & Forms		8	100%
	CES 690B Internship II	Supervision Evaluations / Internship II		6	88.89%
	CES 690A Internship I	Supervision Portfolio Assignment		4	100%
	Exit Survey	Supervision Section	90% Report proficient or better	4	100%
	Alumni Survey	Supervision Section		3	100.00%
	Employer Survey	Supervision Section		2	100.00%
PLO 3: Research: Prepare students for understanding and applying qualitative and quantitative research along with understanding and applying the recommended practices for professional writing ULO: 1;3a;3b;3c;3d;3e;3f;4;5;6	RES 654 Qualitative Research	Qualitative Research Final Project	80% of students achieve proficient or better	7	81.82%
	RES 652 Quantitative Research	Quantitative Final Exam		9	100%
	RES 640 Survey Design & Analytical Software	Survey Research Project		4	100%
	CES 690B Internship II	Research Portfolio Assignment		4	100%
	Exit Survey	Research Section	90% Report proficient or better	4	100.00%
	Alumni Survey	Research Section		3	100.00%
	Employer Survey	Research Section		2	100.00%
PLO 4: Advanced Skills: To have students/graduates	CES 652 Advanced Theory and Practice	Applying, Teaching and Supervising Counseling	80% of students	10	94.44%

be prepared to use advanced counseling skills related to advanced theory application, assessment, and consultation ULO: 1;3a;3b;3c;3d;3e;3f;4		Theory Development Assignment	achieve proficient or better		
	CES 652 Advanced Theory and Practice	Teaching Theories Presentation		10	97.48%
	CES Site Supervisor Skills Evaluation	Site Supervisor Evaluation of Intern		10	96.67%
	CES 692 Advanced Practicum	Theory Portfolio Assignment		4	100%
	Exit Survey	Advanced Skills Section		4	100.00%
	Alumni Survey	Advanced Skills Section	90%	3	100.00%
	Employer Survey	Advanced Skills Section	Report proficient or better	2	100.00%
PLO 5: Ethics: To prepare graduates/students to commit to, demonstrate, and engage in ethical practice and ethical decision-making strategies in counselor education and supervision, grounded in the ACA Code of Ethics as well as socially responsible practice and living ULO: 2;3a;3b;3c;3d;4;5	CES 646 Ethics in Adv. Counseling	Ethical issues in Counselor Education and Supervision Paper	80% of students achieve proficient or better	21	100.00%
	CES 646 Ethics in Adv. Counseling	Professional Project: Leadership and Advocacy Paper		21	100.00%
	CES 690A & 690B Internship	Ethics Portfolio Score		4	100%
	Exit Survey	Ethics Section	90%	4	100.00%
	Alumni Survey	Ethics Section	Report proficient or better	3	100.00%
	Employer Survey	Ethics Section		2	100.00%
PLO 6: Multicultural Competence: Prepare graduates/students to demonstrate multicultural awareness, knowledge, and skills related to all areas of diversity ULO: 1;2;3a;3b;3c;3d;4;5	CES 645 Multicultural issues in CES	Confronting Injustice: An "Anti-Isim Plan	80% of students achieve proficient or better	9	97.78%
	CES 645 Multicultural issues in CES	Multicultural Grant Proposal		9	82.28%
	CES 690A & 690B Internship	Multicultural Portfolio Score		4	100%
	Exit Survey	Multicultural Competence Section	90%	4	100.00%
	Alumni Survey	Multicultural Competence Section	Report proficient or better	3	100.00%
	Employer Survey	Multicultural Competence Section		2	100.00%
PLO 7: Leadership & Advocacy: to prepare students/graduates to demonstrate a firm grasp of leadership theory which will prepare them ultimately to provide leadership and advocacy to the counseling profession ULO: 1;3a;3b;3c;3d;3f;4;5;6	CES 660 Leadership & Advocacy in CES	Leadership Assignment	80% of students achieve proficient or better	7	100%
	CES 660 Leadership & Advocacy in CES	Advocacy Project Proposal Assignment		7	100%
	CES 690B Internship II	Leadership Portfolio Assignment		4	100.00%
	Exit Survey	Leadership & Advocacy Section	90%	4	100.00%
	Alumni Survey	Leadership & Advocacy Section	Report proficient or better	3	100.00%
	Employer Survey	Leadership & Advocacy Section		2	100.00%

Results of 2021-2022 Action Plan:

	RECOMMENDATION/ FINDING	ACTION	RESULTS
1	Only Supervision did not reach benchmark in the Exit Survey which is a student perception measure while all other measures for that PLOs met benchmark. Stakeholders recommended that we review the Models of Supervision course and add additional opportunities to apply the supervision models in the course and residency.	The CES 644 Models of Clinical Supervision course shell was revised and additional opportunities to apply supervision models and practice supervision were included.	In AY2022 all measure for supervision met benchmark. However, in Fall 2022, there are plans to increase opportunities for doctoral students to supervise Masters' students as part of residency.
2	The quantitative final exam did not achieve benchmark. Stakeholders recommended reviewing the doctoral research sequence as it was inherited from the college of education curriculum and needs to include more counseling related examples to increase comprehension for the counseling students.	The instructor for the course was changed to someone with an LMHC and more counseling related examples included.	AY2022 exam met benchmark at 100%.
3	The Grant Proposal assignment did not reach benchmark. Stakeholders recommend considering moving the assignment to another course or finding a way to provide more content and exposure to grant writing constructs in the existing course.	The grant writing content was increased in the course and the topic taught by the instructor.	For AY2022 the grant writing assignment met benchmark at 82.28%. However, there is a plan to move the assignment to CES 660 Leadership & Advocacy when it is revised.
4	The program offered continuing education webinars covering several topics. Stakeholders recommended collaborating with SMHCA, NLU Chicago and other groups as well as encouraging doctoral students to expand the workshop series, while diminishing the burden on the core faculty.	We collaborated with NLU Chicago and offered our first joint webinar in June 2022. We also hosted an on campus SMHCA training in August.	The joint offered webinar was our best attended to date. The on campus SMHCA training was considered a success and will promote additional on campus trainings.
5	The program needs additional marketing to share the uniqueness	There were several adjustments to marketing and	With CACREP accreditation and

	and value of the program. Although some marketing plans have begun, stakeholders recommend a marketing plan be developed to expand the brand recognition of NLU as well as recognition and appreciation for the counseling programs and their potential to serve students nationally.	tools used for promoting the programs.	some revisions in marketing enrollment is increased by 60% for fall 2022.
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2022-2023 Action Plan

	RECOMMENDATIONS BASED ON FINDINGS
1	Many of the doctoral students have difficulty completing their internship hours in two terms. It is recommended that students be allowed to accrue some hours prior to enrollment in their internship courses. After completing their prerequisite courses, they can engage in approved experiences outlined in their plan.
2	It was noted that some classes (especially those with student presentations) could use some additional time in the weekly webinar for presentations, skills practice or construct development. There were also a few times when students had conflicts between the mismatch of class times between the Chicago and Florida campuses. It was recommended that the webinar times be changed to (6-8 pm EST & 8-9:30 pm EST) address those noted challenges.
3	Many of the course shells are outdated and there is mismatch between course objectives between the Tampa and Chicago programs. A Curriculum Taskforce consisting of faculty from Tampa and Chicago was formed to develop a plan for collaboration and refinement of common courses. The plan covers 5 years to refine all courses.
4	With increased enrollment because of CACREP accreditation, it is recommended that the program offers additional courses each term. To support that expansion, additional adjunct faculty need to be onboarded.