

**Program Statistics**

Enrollment & Graduation		Student Demographics	M	F	UNK
<i>Credit Hours</i>	60	<i>American Indian/Native Alaskan</i>	0	0	0
<i>Applications Received</i>	58	<i>Asian</i>	0	1	0
<i>Applications Accepted</i>	50	<i>Black</i>	5	17	0
<i>Acceptance Rate</i>	86%	<i>Hawaiian Native/Pacific Islander</i>	0	1	0
<i>Current Enrollment</i>	115	<i>Hispanic</i>	2	5	0
<i>No. of Graduates</i>	11	<i>Two or More</i>	0	3	0
<i>Completion Rate</i>	44%	<i>Unknown/Other</i>	6	8	0
<i>Job Placement Rate</i>	75%	<i>White</i>	15	48	1
<i>Credentialing Pass Rate</i>	---	<i>International Student</i>	1	2	0
		<i>Active-Duty Military</i>	1	0	0
		<i>Veteran</i>	4	2	0
		<i>With a Disability</i>	1	5	0

For AY 2022-2023 CES Degree Completion Plan (DCP), please [click here](#).

**Program Summary**

**Current Student Survey**

Results of the current student survey indicate that 96.77% of respondents report a good or excellent overall rating of the Ph.D. in Counselor Education and Supervision (CES) program. Further, 93.55% of student responses indicate good or excellent satisfaction with the overall instruction they are receiving in the CES program, 100% indicate they would recommend the CES program to others, and 93.55% indicate the CES program is meeting their expectations.

Student Review of CES Program	
<i>Program was academically rigorous and challenging.</i>	93.75%
<i>Program provides a balance of theoretical and practical skills.</i>	100%
<i>Program is helping me develop expertise in counselor education and supervision.</i>	100%
<i>Program objectives are consistent with my professional goals.</i>	96.88%
<i>Program is helping me refine my critical thinking skills.</i>	93.75%
<i>Program is helping me develop a better understanding of diversity issues.</i>	87.50%
<i>Faculty assesses student performance per published rubrics.</i>	90.63%

<i>Program provides opportunities to communicate, collaborate, and connect with faculty and peers.</i>	93.75%
<i>Faculty Advising Committee is accessible and helpful.</i>	81.25%
<i>Program faculty are accessible and helpful outside of class.</i>	96.88%
<i>Program provides opportunities for professional development (presentations, research, conference attendance, etc.).</i>	84.38%
<i>Practicum and internship approval process was clear.</i>	81.25%
<i>Program communicates clear expectations about the dissertation process.</i>	62.50%
<i>Orientation was a helpful introduction to the counselor education and supervision program.</i>	81.25%
<i>Student handbook is a resource often used to access program requirements and student expectations.</i>	87.50%

\* Percentages reflect student reports of 'strongly agree' or 'agree' to the survey items.

### Professional Dispositions & Behaviors

Student dispositions and behaviors are regularly assessed in each course. Results for the 2022-2023 academic year are provided below.

S.C.R.I.P.		C.O.R.E.	
<i>Social Responsibility</i>	97.46%	<i>Cooperativeness</i>	97.88%
<i>Commitment</i>	95.76%	<i>Openness to Feedback</i>	97.46%
<i>Reflection</i>	97.46%	<i>Personal Responsibility</i>	95.76%
<i>Integrity</i>	97.46%	<i>Emotional Regulation</i>	97.03%
<i>Professionalism</i>	95.76%		

\* Percentages reflect faculty and supervisor ratings of 'advanced' or 'proficient' to the survey items.

### Alumni & Employment Information

For the CES program, 11 students graduated during the 2022-2023 academic year. Of the responses to the Fall 2022 alumni survey, 75% reported job placement at the time of the survey. Job placement includes alumni who reported the following: full-time or part-time employment, military, employed and continuing their education, or placement in mission or volunteer services versus those who are unemployed-seeking employment. It excludes those who indicated they are not currently seeking employment.

### Program Learning Objective (PLO) Assessment

Program learning objectives are evaluated on a 4-point scale (1 = Beginner; 2 = Developing; 3 = Competent; 4 = Advanced) over three criteria (e.g., Develop, Discuss, Summarize), as applicable to the assessment measure. The target for each criterion is that 80% of CES students will score 3.00 or greater, thereby reflecting ratings of 'Competent' or 'Advanced'. PLO assessment is conducted according to research questions developed by core faculty to determine if the program is meeting acceptable standards. Two program learning objectives (PLOs) were evaluated during the 2022-2023 academic year.

- **Program Learning Objective 3:** *Critically analyze and evaluate scholarly research, develop, and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling.*

**RQ for PLO 3:** Is the student able to produce scholarly manuscripts that disseminate findings to the profession of counseling and/or counselor education?

**Assessment Measure:** 'Manuscript Submission II' assignment in the COUC 810 *Dissemination of Research & Scholarship in Counseling* course.

**Data Collected:** Spring 2023 semester.

**Assessment Results:** Evaluation results indicate that students scored at 100% (Develop), 100% (Discuss), and 100% (Summarize). Based upon these results, assessment targets were met.

- **Program Learning Objective 4:** *Critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings.*

**RQ for PLO 4:** Is the student able to develop a treatment plan that includes evidence-based interventions?

**Assessment Measure:** 'Case Presentation' assignment in the COUC 998 *Practicum* course.

**Data Collected:** Fall 2022 semester.

**Assessment Results:** Evaluation results indicate that students scored at 57% (Develop), 64% (Describe), and 79% (Identify). Assessment targets were not met; the CES Program Director reviewed the results with the COUC 998 Subject Matter Expert (SME), noting that the grading rubric was not aligned with the PLO assessment rubric.

**Action Plan:** An action plan was developed to revise assignment instructions and grading rubric that would better aid students in completing the assignment. The assessment measure was re-reviewed with the following results: 86% (Develop), 50% (Describe), and 100% (Identify). One criterion did not meet target; the CES Program Director reviewed the results with the COUC 998 SME, and an additional action plan was developed.

### **Subsequent Program Modifications**

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Per the feedback received on the Alumni Survey and the Current Student Survey, as well as other assessment measures, the following modifications were made:

1. Student-reported concerns about university services (e.g., LU Send and other diversity and advocacy opportunities) are addressed on an individual level. The department continuously works with university service departments to improve quality and services based upon student survey feedback. The limitations of these services are highlighted during the orientation, along with supplemental information for support in these areas. Note that LU Send and some hospitality services must meet minimum participation thresholds to be offered.
2. Students expressed concerns about expectations in the dissertation process. The CES Program Director instructed all Student Advising Groups to discuss dissertation policies and expectations to assist students in navigating the dissertation process. In addition, dissertation policies and expectations are reviewed in the COUC 740 *Advanced Research Design* course, which must be completed in the first semester of study.
3. As noted in the 2021-2022 Annual Report, PLO 2 evaluations did not meet desired target ratings in any of the three review criteria. Therefore, an Action Plan was developed and implemented during the Fall 2022 semester. Reassessment results achieved the following: 80% (Identify), 87% (Discuss), and 74% (Summarize). Upon review by the CES Program Director and the COUC 747 Subject Matter Expert (SME), it was determined that major revisions were needed to the

assessment measure, which will be deployed in the Fall 2023 semester and will be reevaluated at that time.

4. As noted in the PLO Assessment section above, the CES Program Director reviewed the PLO 4 assessment results with the COUC 998 SME, and it was determined to revise the instructions and grading rubric to better assist students in completing the assignment. An action plan was developed and was deployed during the Fall 2023 semester. However, there was not sufficient enrollment in the COUC 998 course during the Fall 2023 semester to complete the assessment, so PLO 4 will be reassessed in the Spring 2024 semester.

### **Other Substantial Program Changes**

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Concerns related to the Employer Survey response rate were addressed by developing and hosting focus groups designed to specifically seek feedback from employers related to CES alumni preparation and job readiness. Unfortunately, employer participation in the focus groups remained low and was primarily attended by employers affiliated with Liberty University. The CEFS Department is currently seeking to strengthen response rates from employers and continues to strategize methods for improvement.

Related to synchronous and asynchronous instructional capabilities, the CEFS Department sought student feedback regarding delivery modalities. CES students reported 93.75% satisfaction rate ('good' or 'excellent' ratings) with Canvas, the learning management system (LMS) used at Liberty University. In addition, CES students reported a 71.87% satisfaction rate with Cisco WebEx (digital communication platform) and an 87.5% satisfaction rate with intensive courses (both in-person delivery and digital delivery). Furthermore, only 18.75% of CES students reported that some course content was not well-suited for digital delivery – feedback included suggestions that all intensive coursework should be conducted on campus (not through digital delivery) and noting the challenges with completing collaborative projects through digital communication platforms.

The CEFS Department initiated a CACREP self-study that concluded in December 2021 and was submitted to CACREP for initial review. An Addendum report was requested and later submitted in November 2022. The site visit was conducted in October 2023, and feedback provided by the CACREP site visit team indicates that all CES standards are currently met. A final reaccreditation decision from the CACREP Board is expected in February 2024. CEFS Department is seeking reaccreditation for this CES program, as well as the four entry-level accredited programs housed within the department.