



Pace University PhD Program Objectives (PO) Annual Assessment Report 2024-2025

The following is Pace University's Doctor of Philosophy (PhD) Program Objectives (POs) Assessment Report for the program's annual review. This plan includes input from the various stakeholders including: aggregate student assessment data that addresses student knowledge, skills, and professional dispositions; demographic and other characteristics of applicants, students, and graduates; and data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The assessment data compiled and analyzed is based on a five-point scale which is constituted as: 1 – Ineffective, 2 – Somewhat Ineffective, 3 – Adequate, 4 – Effective, 5 – Very Effective.

Program goals are baselined at a minimum standard of 80% to designate “meeting standard” or above. Our students continued to receive high quality academic instruction, strong clinical practicum experiences, and internship professional roles among five doctoral core areas, including: (1) counseling; (2) supervision; (3) teaching; (4) research and scholarship; (5) leadership and advocacy.

91% of our stakeholders indicated that the program was Effective or Very Effective in meeting the program objectives. Again 99% of our stakeholders indicated that the program was Adequate, Effective or Very Effective in meeting the program objectives.

The PLO Assessment Plan is divided into the following areas:

1. Demographic and other Characteristics of Applicants, Students, and Graduates

PhD Student Yearly Counts

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Applied | 10 | 11 | 12 | 14 | 14 | 16 | 27 | 35 | 43 | 35 | 39 | 50 |
| Accepted | 9 | 7 | 8 | 6 | 6 | 6 | 8 | 9 | 12 | 8 | 9 | 9 |
| Withdrawn | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 |
| Graduated | 8 | 7 | 6 | 3 | 4 | 4 | 7 | 4 | 6 | 5 | 0 | N/A |
| In Process (Dissertation) | 0 | 0 | 1 | 2 | 2 | 2 | 1 | 4 | 3 | 2 | 9 | N/A |
| Course-work in process | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

Overall Program Completion Rate: 61.36%; Total Graduated: 54; In Process (Dissertation Proposal or Defense): 26; In Coursework: 9; Withdrawn: 6



Program Academic Quality Indicators (AQI)

| Graduate Outcomes | 2024-2025 | Minimum Threshold | Threshold Met / Action Plan |
|--|--------------------------|--|---|
| 2.E.2.b Degree Completion Rates | 72% (13/18 graduates) | 2.E. 60% of graduates complete in 4-6 years | Threshold met, will continue to monitor |
| 2.E.2.c Employment rates upon degree completion | 100% | 2.E.2.c 80% | Threshold met, continue to monitor |
| 2.E.4. Field Placement | 100% | 2.E.4 80% | Threshold met, will sustain partnerships with placement sites to maintain |

2. Aggregated collected and analyzed data related to each of our PhD specific Program learning outcomes. This data is accrued from the following where pertinent:

- a. Student Data
- b. Alumni
- c. Site Supervisors
- d. Employers of program graduates
- e. Aggregate data of student professional dispositions

1. COUNSELING

Graduates will exhibit competencies of counseling skills in various modalities.

| Assessment Item | Aggregate Outcome | Action Plan |
|---|-------------------|---------------|
| 1a. Course/Assignment MHC 742: Advanced Theory & Practice of Counseling/Final Reflection and Integration Paper | 100% | None Required |
| 1b. Student survey | 90% | None Required |
| 1c. Site Supervisor Survey | 100% | None Required |
| 1d. Alumni Survey | 100% | None Required |
| 1e. Employer Survey | 100% | None Required |
| Total Aggregate Analysis | 98% | None Required |

Note: Baseline or minimum standard for the above outcomes -For items 1a. 80% of students will earn a grade of B (i.e. 80 points) or better. For items 1b, 1c & 1d & 1e: students, site supervisors, alumni and employers will rate students' as 3 or higher on a 1 to 5 Likert scale on the survey where 1=Ineffective and 5=Very Effective.



2. SUPERVISION

Graduates will exhibit competencies in philosophy, supervision, and ethics in the profession.

| Assessment Item | Aggregate Outcome | Action Plan |
|--|-------------------|--|
| 2a. Course/Assignment MHC 732: Counseling Supervision Research Paper | 100% | None Required |
| 2b. Student survey | 100% | None Required |
| 2c. Site Supervisor Survey | 100% | Excluding “Adequate” from the Aggregate Outcome, the result remained 89% which is higher than the determined baseline of 80% this year. Nevertheless, we will continue to monitor the growth of this assessment goal and offer additional opportunities for students to practice & develop supervision skills. |
| 2d. Alumni Survey | 100% | Not Required |
| 2e. Employer Survey | 100% | None Required |
| Total Aggregate Analysis | 100% | None Required |

Note: Baseline or minimum standard for the above outcomes -For items 2a. 80% of students will earn a grade of B (i.e. 80 points) or better. For items 2b, 2c & 2d & 2e: students, site supervisors, alumni and employers will rate students' as 3 or higher on a 1 to 5 Likert scale on the survey where 1=Ineffective and 5=Very Effective.

3. TEACHING

Graduates will exhibit competencies through knowledge & skillsof teaching theories, methods and curriculum development.

| Assessment Item | Aggregate Outcome | Action Plan |
|--|-------------------|---------------|
| 3a. Course/Assignment MHC 731: Counselor education literature review paper | 100% | None Required |
| 3b. Student survey | 100% | None Required |
| 3c. Site Supervisor Survey | 100% | None Required |
| 3d. Alumni Survey | 100% | None Required |
| 3e. Employer Survey | 100% | None Required |
| Total Aggregate Analysis | 100% | None Required |

Note: Baseline or minimum standard for the above outcomes -For items 3a. 80% of students will earn a grade of B (i.e. 80 points) or better. For items 3b, 3c & 3d & 3e: students, site supervisors, alumni and employers will rate students' as 3 or higher on a 1 to 5 Likert scale on the survey where 1=Ineffective and 5=Very Effective.



4. RESEARCH AND SCHOLARSHIP

Graduates will exhibit competencies in knowledge and be able to conduct research.

| Assessment Item | Aggregate Outcome | Action Plan |
|---|-------------------|---------------|
| 4a. Course/Assignment MHC 832: Doctoral Dissertation Seminar II/Literature Review and Draft of Dissertation Proposal. | 100% | None Required |
| 4b. Student survey | 100% | None Required |
| 4c. Site Supervisor Survey | 100% | None Required |
| 4d. Alumni Survey | 100% | None Required |
| 4e. Employer Survey | 100% | None Required |
| Total Aggregate Analysis | 100% | None Required |

Note: Baseline or minimum standard for the above outcomes -For items 4a. 80% of students will earn a grade of B (i.e. 80 points) or better. For items 4b, 4c & 4d & 4e: students, site supervisors, alumni and employers will rate students' as 3 or higher on a 1 to 5 Likert scale on the survey where 1=Ineffective and 5=Very Effective.

5. LEADERSHIP AND ADVOCACY

Graduates will exhibit competencies in the knowledge of advocacy for the profession, leadership skills & strategies including multicultural characteristics, counseling competencies and social justice issues related to diverse groups.

| Assessment Item | Aggregate Outcome | Action Plan |
|---|-------------------|---|
| 5a. Course/Assignment MHC 733: Leadership & Advocacy Research Paper | 100% | None Required |
| 5b. Student survey | 100% | None Required |
| 5c. Site Supervisor Survey | 95% | Excluding "Adequate" from the Aggregate Outcome, the result is 89% which is higher than the determined baseline of 80% this year. Nevertheless, we will continue to monitor the growth of this assessment goal and offer additional opportunities for students to practice & develop leadership and advocacy skills |
| 5d. Alumni Survey | 100% | None Required |
| 5e. Employer Survey | 100% | None Required |
| Total Aggregate Analysis | 99% | None Required |



Note: *Baseline or minimum standard for the above outcomes -For items 5a. 80% of students will earn a grade of B (i.e. 80 points) or better. For items 5b, 5c & 5d & 5e: students, site supervisors, alumni and employers will rate students' as 3 or higher on a 1 to 5 Likert scale on the survey where 1=Ineffective and 5=Very Effective.*

| Disposition Outcomes | 2024-2025 | Minimum Threshold |
|----------------------|-----------|---|
| Program Aggregate | 20.21 | at least 80% of students earn an overall score of 13–18, indicating “Meets Expectations,” within each academic year |

2.F.3.a Narrative Summary of Annual Program Assessment Findings

Stakeholder feedback for AY 2024–2025 indicates strong and consistent satisfaction with the PhD in the Mental Health Counseling program’s effectiveness in meeting its objectives. Overall, **91% of stakeholders rated the program as Effective or Very Effective**, and **99% rated it as Adequate, Effective, or Very Effective**. These outcomes align closely with AY 2023–2024 data, demonstrating year-over-year consistency in the program’s ability to meet its stated objectives.

As outlined in the Program Outcomes (PO) Assessment Plan, the program examines multiple data sources to evaluate effectiveness, including student performance, alumni and employer feedback, site supervisor evaluations, and professional disposition assessments.

1. Demographic and Student Outcome Data

For AY 2024–2025, the program enrolled an additional cohort of 9 students and conferred 18 degrees. Overall program completion rate is at **61.36%**. **26 students are in the process of pursuing dissertation proposal or defense, indicating an area for continued monitoring or support. 100% of students in the year 2023-2034 secured field placements.** Further, **100% of our graduates reported employment in the field** based on survey data. Particularly, over 50% of graduates reported being employed as full time counselor educators, counseling supervisor, and program directors (university and mental health agency). Other 50% reported being employed as counselors at agencies and private practices.

2. Program Learning Outcomes Assessment

Assessment across the nine Program Learning Outcomes (PLOs) demonstrates consistently high levels of student achievement and stakeholder confidence. Aggregate data from coursework, surveys, and supervisor and employer evaluations show that all five PLOs were met with strong performance indicators, ranging from **90% to 100%**, with **no action plans required** for most areas.

Across all PLOs—including Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy—stakeholder evaluations consistently reflected exceptional competency development among students and graduates:



- Overall assessments related to **counseling-maintained** gains from the previous year. However, student survey results for **Counseling** reported a slight decline from the previous year (100% to 90%), an area demonstrating a need to monitor. Nevertheless, alumni survey reported an increase in their confidence for counseling from the previous year (90% to 100%).
- Overall assessments related to supervision demonstrated significant increased gains from the previous year (95% to 100%). Notably site supervisor survey results for the current year reported a dramatic increase in doctoral interns' supervision skills. This significant gain can be attributed to increased opportunities for students to practice and develop supervision skills such as the revised Doctoral-Masters' supervision program within the department.
- Overall assessments related to **Teaching** maintained gains from the previous year (100%).
- Overall assessments related to **Research and Scholarship** maintained gains from the previous year (100%).
- Overall assessments related to **Leadership and Advocacy** demonstrated an increase from (95% to 99%) from the previous year. Remarkable gains were reported by student survey (94% to 100%), site supervisor survey (93% to 95%; although high an area to be monitored), and alumni survey (93% to 100%).

Conclusion

AY 2024–2025 assessment results affirm the program's continued effectiveness in preparing students for PhD in mental health counseling. The data reflects sustained excellence across coursework, field experiences, and post-graduation outcomes, with stakeholder feedback confirming strong alignment between program objectives and graduate competencies. While the program will continue to monitor performance and support across all five areas in the program. Overall findings indicate that the program is meeting its goals with a high degree of consistency and effectiveness.

3 Other substantial program changes

Curriculum Changes:

Summary: AQI - Representation

During AY2024- 2025, the program developed and implemented plans to increase the minimum credit requirement for the PhD program to 60 credits (CACREP Standards, 2024). To support this change, additional doctoral-level elective courses were created. Beginning Fall 2026, students entering the program will be required to take two additional elective courses to meet the new 60-credit minimum requirement.

During AY 2024-2025, the Pace University Mental Health Counseling program submitted its reaccreditation self-study

Personnel Changes:

N/A