COMPREHENSIVE ASSESSMENT PLAN (CAP) 2018-2019
Executive Summary Report

THE UNIVERSITY OF ALABAMA
COUNSELOR EDUCATION
I. CAP Procedure Used: This report is carefully reviewed by faculty and decisions are made to determine and guide curricular and program changes. The recommendations for change are sought from the Department Head and the Dean of the College of Education.

Reporting: The Program in Counselor Education at The University of Alabama engages in continuous student and program evaluation (CACREP, 2016) each year. Each September, after all data from the previous academic year (AY) are collected and analyzed, a comprehensive CAP report (all-inclusive data) is distributed to faculty and the Department Head. This all-inclusive CAP report is an overall program evaluation, considering data across all assessments presented in the CAP Manual. The annual CAP reports are kept on file in the Counselor Education office. From the overall program evaluation (CAP report), faculty review and generate an annual summary report (CAP Executive Report) in October and set goals for the current (ongoing) academic year.

In Spring semester, highlights from the CAP Executive Report are distributed to specific university officials (e.g., Dean of the College of Education, Dean of Graduate School, Provost, University President). External constituencies (e.g., site supervisors, employers, program graduates, advisory committee) are informed of the availability of the data on the Counselor Education website. Current students, stakeholders, prospective students, and the general public are also invited to review the data findings on the website for the Program in Counselor Education.

Note: This AY 2018-2019 Executive Report is a summary of the Comprehensive Assessment Plan (CAP) Report presented in Fall 2019. The Executive Summary (summarized in this document) was published in Spring 2020 after faculty review and input from the all-inclusive CAP Report. This Executive Report offers program data from Academic Year (AY) 2018-2019.

- Program vital statistics were presented on page 3, followed by the list of current core faculty members in the Counselor Education Program (p.4). The narrative summary of findings from CAP Report was offered on page 5 through page 14. This summary entails 19 assessment items across 3 domains: internal program data summary report (p.5 – p.8), external program data summary report (p.9 – p.10), and student assessment summary report (p.11 – p.14). On page 15, a summary review of program modifications in response to 2017-2018 goals was presented. Finally, new objectives for 2019-2020 were listed corresponding to all 19 assessment items at the end of this document (p.16 – p.17).

Distribution: After faculty adopt the Executive Summary Report each fall, university officials and the named external constituencies (described above) receive this abbreviated version of this CAP Executive Report and the Program Goals during the following Spring semester. The report is placed on the Counselor Education website for public view for current students, stakeholders, and the general public.
The Counselor Education Program (BCE) is a subdivision under the Department of Educational Studies in Psychology, Research Methodology, and Counseling, which is housed in the College of Education at the University of Alabama. BCE has four specific training tracks that are currently accredited by the Council for Accreditation of Counseling and Related Programs (CACREP). These tracks include: Clinical Mental Health Counseling (M.A.), School Counseling (M.A.), Rehabilitation Counseling (M.A.), and Counselor Education & Supervision (Ph.D.).

Per CACREP Standards, vital statistics for 2018-2019 were presented below:

<table>
<thead>
<tr>
<th></th>
<th>Entry Level</th>
<th>Doctoral Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Mental Health Counseling (CMHC)</strong></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>School Counseling (SC)</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Rehabilitation Counseling (RC)</strong></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>Counselor Education &amp; Supervision (CE&amp;S)</strong></td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

The number of graduates for the past academic year:

- Clinical Mental Health Counseling (CMHC): 4
- School Counseling (SC): 6
- Rehabilitation Counseling (RC): 14
- Counselor Education & Supervision (CE&S): 5

The pass rates on credentialing examinations:

- Clinical Mental Health Counseling (CMHC): 100% (NCE*)
- School Counseling (SC): 100% (NCE)
- Rehabilitation Counseling (RC): 100% (CRCE**)
- Counselor Education & Supervision (CE&S): ---

Program completion rates:

- Clinical Mental Health Counseling (CMHC): 100%
- School Counseling (SC): 100%
- Rehabilitation Counseling (RC): 92%
- Counselor Education & Supervision (CE&S): 100%

Job placement rates†:

- Clinical Mental Health Counseling (CMHC): 100%
- School Counseling (SC): 100%
- Rehabilitation Counseling (RC): 100%
- Counselor Education & Supervision (CE&S): 100%

Note: The above data were collected in the academic year of 2018 – 2019, which was from summer 2018 to Spring 2019.

*NCE = National Counselor Examination
**CRCE = Certified Rehabilitation Counselor Examination
† Job Placement rates are calculated based on data points collected at 6-month postgraduate.
Core Faculty in the Counselor Education Program

<table>
<thead>
<tr>
<th>Faculty Members</th>
<th>Rank</th>
<th>CMHC</th>
<th>SC</th>
<th>RC</th>
<th>CE&amp;S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Burnham, Joy J.</strong>, Ph.D., LPC, NCC (1995, Auburn University).</td>
<td>Professor</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Baltrinic, Eric R.</strong>, Ph.D., LPCC (2014, Kent State University).</td>
<td>Assistant Professor</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Cook, Ryan M.</strong> Ph. D., LPC, ACS (2016, Virginia Tech). <em>Counseling Lab Coordinator</em></td>
<td>Assistant Professor</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Dawson-Hardy, Millie</strong>, Ph.D., LPC, RPT, MAT (2000, Georgia State University)</td>
<td>Clinical Assistant Professor</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Fye, Heather</strong>, Ph.D., LPCC, NCC (2016, Kent State University)</td>
<td>Assistant Professor</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Grenawalt, Teresa</strong>, Ph.D., CRC (2019, University of Wisconsin-Madison).</td>
<td>Assistant Professor</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Jenkins-Richarson Kimberly</strong>, Ph.D. (2014, University of Alabama). <em>Practicum and Internship Coordinator</em></td>
<td>Clinical Assistant Professor</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Lu, Junfei</strong>, Ph.D., CRC (2014, The University of Iowa). <em>CACREP Liaison</em></td>
<td>Assistant Professor</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Lund, Emily</strong>, Ph.D., CRC (2016, Utah State University)</td>
<td>Assistant Professor</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Mugoya, George</strong>, Ph.D., MPH, CRC (2012, University of Arizona). <em>Program Coordinator</em></td>
<td>Associate Professor</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
B: PROGRAM EVALUATIONS

PART I: INTERNAL PROGRAM DATA SUMMARY REPORT
B.I.a Summary Report of Curriculum Matrix and Review

- A review of the curriculum matrix disclosed that all CACREP 2016 standards were covered over entry and doctoral level courses.
- Standards B.4.d., B.4.j, & B.4.l with regard to research and scholarship for doctoral training will be removed from BER 640 since this course minimally covers these content areas, while BER 631 also covers these contents.
- School counseling (SC) and rehabilitation counseling (RC) will review the track specific courses that cover standards of their specialty areas and adjust standard coverage within those courses if needed (i.e., BCE 511 and BCE 523 for SC; BCE 545 and BCE 533 for RC).
- The program faculty members discussed the development of two 3-credit hour courses to deepen and/or expand student learning for clinical mental health counseling (CMHC) students. These two courses will also serve as required/elective courses for SC students when SC moves to 60 credits in 2023; and if delivered online, these courses may serve as electives for RC students. This course development, nevertheless, will require at least a yearlong vetting and approval process. Currently, the plan is to have these two courses developed in the year of 2020, and approved by the college. These would be formally added into plan of study for CMHC students in 2021 and in 2023 for SC students.

B.I.b Summary Report of Annual Review of Mission and Program Objectives

- Faculty members on average rated the program mission as being achieved in the past academic year.
- Faculty members on average rated the program objectives as being achieved in the past academic year.
- No revision on mission and program objectives is necessary at this point.


- In the academic year of Fall 2018-Summer 2019, the Counselor Education Program recruited a total of 25 students – CMHC (8), SC(6), RC (6), CE&S (5). There were 22 females and 3 males. The majority of them were White (17), followed by African American (5), Asian (1), Hispanic (1), and 1 non-disclosure. Also, there were 16 students from Alabama and 9 out-of- Alabama.
- Upon Summer 2019, CMHC had a total of 28 students – 22 females and 6 males. Among them, there were 19 White, 7 African American, and 2 Asian. Twenty-two were from Alabama and 6 out-of-Alabama.
- Upon Summer 2019, SC had a total of 11 students – 9 females and 2 males. Among them, there were 9 White, 1 African American, and 1 Asian. Nine were from Alabama, 1 out-of-Alabama, and 1 international.
- Upon Summer 2019, RC had a total of 19 students – 18 females and 1 male. Among them, there were 10 White, 4 African American, 1 Asian, and 4 non-disclosure. Thirteen were from Alabama and 6 out-of-Alabama.
- Upon Summer 2019, CE&S had a total of 9 students – 6 females and 3 males. Among
them, there were 5 White, 3 African American, and 1 Hispanic. Seven were from Alabama and 2 out-of-Alabama.

**B.I.d. Summary Report of Number of Graduates Each Semester**
- In the academic year of Fall 2018-Summer 2019, there were a total of 7 graduates in CMHC, 6 in SC, and 10 in RC. CE&S had 3 graduates.

**B.I.e. Summary Report of NCE/CRCE Scores and Licensure/Certification**
- In the academic year of Fall 2018-Summer 2019, there were 6 students in CMHC and 5 in SC took the NCE exam (certification exam) and all passed the exam.
- In the academic year of Fall 2018-Summer 2019, there were 2 students in RC took the CRCE exam (certification exam) and both passed the exam.

**B.I.f. Summary Report of In Field Job Placement**
- In the academic year of Fall 2018-Summer 2019, 7 graduates from CMHC. Six of them reported to find jobs 90 days after graduation, with one no response.
- In the academic year of Fall 2018-Summer 2019, 6 graduates from SC. Four of them reported to find jobs 90 days after graduation, with two no response.
- In the academic year of Fall 2018-Summer 2019, 10 graduates from RC. Seven of them reported to find jobs 90 days after graduation, with three no response.
- In the academic year of Fall 2018-Summer 2019, 3 graduates from CE&S. Two of them reported to find jobs 90 days after graduation, with one no response.

- In the academic year of Fall 2018-Spring 2019, 4 graduates from CMHC. Three of them reported to find jobs 180 days after graduation, with one no response.
- In the academic year of Fall 2018-Spring 2019, 6 graduates from SC. Three of them reported to find jobs 180 days after graduation, with three no response.
- In the academic year of Fall 2018-Spring 2019, 8 graduates from RC. Five of them reported to find jobs 180 days after graduation, with three no response.
- In the academic year of Fall 2018-Spring 2019, 3 graduates from CE&S. Two of them reported to find jobs 180 days after graduation, with one no response

- The 180 days after graduation job placement data for Summer 2019 will be tracked in February 2020.

**B.I.g. Summary Report of Program Completion Rate**
- In the academic year of Fall 2018-Summer 2019, the program completion rates were 100% for CMHC (2/2) and SC (4/4), and 88% for RC (7/8) for full time students
- In the academic year of Fall 2018-Summer 2019, the program completion rates were 100% for SC (2/2) and 83% for RC (5/6) for part time students. There was no part time student in CMHC for this given cohort.
- In the academic year of Fall 2018-Summer 2019, the program completion rate were 100% for both full time (1/1) and part time (1/1) students in CE&S.
B.I.h Summary Report of Minority Recruiting
- In the academic year of Fall 2018-Summer 2019, the Counselor Education Program kept its minority recruitment efforts. For instance, recruitment information was sent to HBCU (e.g., Oakwood University and Stillman College), as well as during the McNair Scholars Visitation on campus.

B.Li Summary Report of Student Evaluations of University Supervisor (SOI in LT)
- In the academic year of Fall 2018-Summer 2019, student evaluation of university supervisors was generally favorable. However, the items in the evaluation need to be reviewed and revised for their relevance.

B.Lj Summary Report of Student Opinion of Instruction (SOI) Faculty– UA Faculty Evaluations
- In the academic year of Fall 2018-Summer 2019, student evaluation of instructors was generally favorable.

B.Lk Summary Report of Student Evaluation of Site Supervisor and Site
- In the academic year of Fall 2018-Summer 2019, student evaluations of site and site supervisors instructors were generally favorable.
B: PROGRAM EVALUATIONS

PART II: EXTERNAL PROGRAM DATA SUMMARY REPORT
B.II.a. Summary Report of Graduate Follow-Up Data

- There were 3 graduates from entry-level counseling tracks (i.e., CMHC, SC, and/or RC) participating the follow-up survey. The results indicated that although they considered their training as helping them become competent in their counseling specialty areas, the Counselor Education Program needed to work on recruit, select, retain, and graduate a diverse population of students. For student disposition, the results suggested that the area of student collaboration should be further attended. Regarding training, areas that needed to be worked on include human growth/development, group work, and research and program evaluation.
- There was 1 graduate from doctoral CES program participating the follow-up survey and the results were positive regarding diversity within the program, development on student dispositions (diversity, fairness, collaboration, and reflective practice), and competency in counseling, teaching, research, supervision, and leadership/advocacy.

B.II.b. Summary Report of Site Supervisor Follow-Up Data

- There were 13 site supervisors of entry-level counseling tracks (i.e., CMHC, SC, and/or RC) participating the follow-up survey. The results of their rating were positive regarding development on student dispositions (diversity, fairness, collaboration, and reflective practice), and counseling competences in all eight core common areas.
- There was no response to the follow-up survey from site supervisor for doctoral level training in CE&S.

B.II.c. Summary Report of Employer Follow-Up Data

- There were 2 employers completed the follow-up survey. Both of them were satisfied with our graduates’ dispositions (diversity, fairness, collaboration, and reflective practice), as well as their overall job performance, professionalism, job-specific skills, and collegial relationship. Both of them were happy to hire graduates from our program in the future if available.

B.II.d Summary Report of Current Student Follow-Up Data

- There were 14 current students completed the student survey regarding advising, quality of feedback, faculty, courses, and overall experience. Areas that received full agreement entailed: (1) The Counselor Education (BCE) faculty shows respect towards students; (2) The BCE faculty conduct themselves in an ethically professional manner; and (3) I [student] have the opportunity to express my ideas and respond to others in group learning activities/projects.
- Areas that needed to raise attention included: (1) BCE Student Handbook is a helpful resource to answer my program questions; and (2) I [student] have been able to take the courses I need in a timely manner
C. STUDENT ASSESSMENT
SUMMARY REPORT
C.a. Summary Report of End of Semester Summary Reports of CACREP Key Performance Indicators (KPIs)

Master Level

- In the academic year of Fall 2018-Summer 2019, 11 out of 12 KPIs at the first measurement point were able to be evaluated. KPI #11 was not evaluated since the corresponding course was not offered.
  - In general, the mean rating scores across all 11 KPIs were above 2 (developing), which met the minimum expectation for students who were at their early stage of training in counseling.
  - There was no student receiving a rating of “1” (unacceptable).
- In the academic year of Fall 2018-Summer 2019, all 12 KPIs at the second measurement point were able to be evaluated.
  - In general, the mean rating scores across all but four KPIs were at or above 3 (target), which met the minimum expectation for students who were at their later stage of training in counseling.
  - KPIs #IV, VI, VII, and VIII received mean ratings above 2 but below 3. These KPIs are related to career counseling, counseling theory, group counseling, and assessment.
  - The number of students who received a rating of “2” over KPIs #IV, VI, VII, VIII were 4, 2, 7, and 3, respectively.
  - There was no student receiving a rating of “1.”

<table>
<thead>
<tr>
<th>Key Performance Indicators (MASTER’S)</th>
<th>Key Performance Indicators (Specialty Areas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Demonstrate knowledge of ethical and legal practice in the counseling profession in a multicultural and pluralistic society</td>
</tr>
<tr>
<td>II</td>
<td>Continuously enhance multicultural competence by heightening cultural awareness, knowledge, and skills to work in a multicultural and pluralistic society</td>
</tr>
<tr>
<td>III</td>
<td>Promote resilience and wellness across the lifespan</td>
</tr>
<tr>
<td>IV</td>
<td>Become knowledgeable of various and current career development theories and relevant career counseling models</td>
</tr>
<tr>
<td>V</td>
<td>Become knowledgeable of counseling theoretical models and develop a personal theoretical orientation that is conducive to work with clients with diverse backgrounds</td>
</tr>
<tr>
<td>VI</td>
<td>Comprehend various therapeutic factors and how they contribute to group effectiveness given clients’ diverse backgrounds</td>
</tr>
<tr>
<td>VII</td>
<td>Demonstrate knowledge and skills in current assessment and measurement</td>
</tr>
<tr>
<td>VIII</td>
<td>Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</td>
</tr>
<tr>
<td>IX</td>
<td>Demonstrate skills regarding essential interviewing, counseling, and case conceptualization.</td>
</tr>
<tr>
<td>X</td>
<td>CMHC: The Clinical Mental Health Counseling student will articulate the role and practice of the clinical mental health counselor</td>
</tr>
<tr>
<td>XI</td>
<td>SC: The School Counseling student will articulate the role and practice of the school counselor</td>
</tr>
<tr>
<td>XII</td>
<td>RC: The Rehabilitation Counseling student will advocate for integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers</td>
</tr>
</tbody>
</table>
Doctoral Level

- In the academic year of Fall 2018-Summer 2019, all 5 KPIs at the first measurement point were able to be evacuated.
  - In general, the mean rating scores across all 5 KPIs were above 2 (developing), which met the minimum expectation for students who were at their early stage of training in CES.
  - One student received a rating of “1” (unacceptable) in a KPI measure.
- In the academic year of Fall 2018-Summer 2019, none of 5 KPIs at the second measurement point was measured since no student has progressed to this stage.

<table>
<thead>
<tr>
<th>Key Performance Indicators (Doctoral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>II</td>
</tr>
<tr>
<td>III</td>
</tr>
<tr>
<td>IV</td>
</tr>
<tr>
<td>V</td>
</tr>
</tbody>
</table>

C.b. Evaluations of Students Clinical Skills

Master Level

- In the academic year of Fall 2018-Summer 2019, students who took clinical courses (BCE 514: counseling skills; Practicum, or Internship) demonstrated developmentally appropriate progress regarding their clinical competency. In general, students disclosed higher counseling skills as they moved to more advanced clinical training stages (from BCE 514 to Practicum to Internship).

Doctoral Level

- In the academic year of Fall 2018-Summer 2019, doctoral students who took clinical courses (BCE 616: Practicum, and BCE 625: Internship) demonstrated developmentally appropriate progress regarding their clinical competency. In general, students disclosed higher counseling skills as they moved to more advanced clinical training stages (from Practicum to Internship). Moreover, students received mean rating scores of strong to excellence in the domains of counseling, teaching, supervision, and leadership/advocacy. The only domain received a rating below strong but above average was research & scholarship.

C.c. Student Performance Evaluations and College of Education Dispositions

- In the academic year of Fall 2018, 69 students were evaluated at the end of the semester regarding their academic skills, clinical skills, ethical and professional behavior, personal characteristic, and dispositions. Sixty-eight students were recommended to continue their program learning. Seven students received exemplary letter to confirm their excellent performance (2 in CMHC, SC, and RC, respectively; 1 in CES).
- In the academic year of Spring 2019, 72 students were evaluated at the end of the
semester regarding their academic skills, clinical skills, ethical and professional behavior, personal characteristic, and dispositions. All students were recommended to continue their program learning. Six students received exemplary letter to confirm their excellent performance (2 in CMHC and SC, r respectively; 1 in RC and CES, respectively)

- One student in CMHC received remediation action plan in Fall of 2018. The remediation plan was well implemented and followed. By the end of Fall of 2018, the student met the expectations and no further action was necessarily to be pursued.

- However, the items in student performance form did not help with KPI measures at the individual level.
## Program Modifications in Response to 2017-2018 Goals

|---------------------------------------------------------------|--------------------------------|
| 1. Continue recruiting efforts for Master’s and Doctoral programs. | • There was a proper balance between number of students recruited and graduated in the academic year of Fall 2018-Summer 2019 (see B.I.c. & B.I.d. on pages 6-7).  
• All entry-level tracks needed to focus more on recruiting students from minority groups (see B.I.c. on page 6)  
• SC needed to put more effort on recruitment since there were 11 students in the program (see B.I.c. on page 6)  
• Although effort was made to recruit students from minority groups (see B.I.h on page 8), it is unclear if it led to more recruitment |
| 2. Continue/update databases (emphasis on electronic storage and retrieval) | • All data in the academic year of Fall 2018-Summer 2019 were stored electronically |
| 3. Revise survey forms (i.e., current students, graduates, supervisor and employers) to ensure we are collecting relevant information. | • All follow-up surveys were modified during the summer 2019 (see faculty meeting minutes 8/27/19 for evidence) |
| 4. Step up efforts to be able to collect employer survey data. This has been the hardest data to obtain for two years | • Employer follow-up surveys were modified during the summer 2019 (see faculty meeting minutes 8/27/19 for evidence) |
| 5. Maintain, Monitor, and Update Comprehensive Assessment Plan (CAP) and other required assessments across college CAEP and SACS-COC. | • The presentation of the current CAP has been revised to reflect a comprehensive tracking of program & student evaluation, as well as using the results to guide program modification |
| 6. Participate and encourage students to engage the Department strategic goal of an involvement in a Community of Scholars. | • Students are encouraged and did participate in various departmental and college wide activities such as Southeastern Universities Graduate Research Symposium (Formerly known as the ESPRMC symposium).  
• Counselor Education students participate and some have taken leadership roles in the Department Student governance organization-ESPRMC Graduate Students Association. |
7. Continue building on successful growth and participation in Chi Sigma Iota

- CSI chapter continued in active status and good standings. Students and faculty participated in several events at the local, state, and national levels. Students and faculty presented at the SACES regional conference in October 2018, the ALCA state conference in November 2018, and ACA conference in March 2019. Locally, CSI engaged in the Alzheimer’s Walk, Tinsel Trail, and a holiday self-care social event. CSI continued to recruit eligible students in the Counseling Program to consider membership and services roles within the Rho chapter.

8. Finish CACREP Self-Study for re-accreditation in 2020

- The self-study was submitted in May 2019

### Objectives for 2019-2020 Based on the Findings

<table>
<thead>
<tr>
<th>Evaluation Points</th>
<th>Program Objectives for (2019-2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Program Data</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Curriculum Matrix and Review | • To remove standards B.4.d., B.4.j. & B.4.l. from BER 640 and evaluate them in BER 631  
• To review and if necessary readjust standards covered in SC & RC track specific courses (i.e., BCE 511 and BCE 523 for SC; BCE 545 and BCE 533 for RC)  
• To initiate the discussion on new course development for CMHC |
| Annual Review of Mission and Program Objectives | • To monitor feedback from student feedback as well as feedback from graduates, site supervisors, and employers  
• To discuss the necessity to revise mission or objectives based on the feedback |
| Characteristics of Program Applicants, Students, Graduates | • To implement updated procedures on admission & screening procedures  
• To increase student number in SC  
• To enhance minority student number |
| Number of Graduates Each Semester | • To keep graduating qualified students |
| NCE/CRCE Scores and Licensure/Certification | • To keep monitoring |
| In Field Job Placement | • To keep a clear track of student job placement 90 days and 180 days after graduation  
• To find ways to enhance responses |
<table>
<thead>
<tr>
<th>Program Completion Rate</th>
<th>• To find ways to enhance completion rate, especially for RC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority Recruiting</td>
<td>• To keep and enhance minority recruitment effort</td>
</tr>
<tr>
<td>Student Evaluations of University Supervisor (SOI in LT)</td>
<td>• To review and if necessary make form more relevant to supervision</td>
</tr>
<tr>
<td>Student Opinion of Instruction (SOI) Faculty–UA Faculty Evaluations</td>
<td>• To keep monitoring</td>
</tr>
<tr>
<td>Student Evaluation of Site Supervisor and Site</td>
<td>• To keep monitoring</td>
</tr>
</tbody>
</table>

**External Program Data**

<table>
<thead>
<tr>
<th>Graduate Follow-Up Data</th>
<th>• To enhance the work on recruit, select, retain, and graduate a diverse population of students.</th>
</tr>
</thead>
</table>
| Site Supervisor Follow-Up Data | • To enhance student collaboration  
 • To enhance student competence in human growth/development, group work, and research and program evaluation |
| Employer Follow-Up Data | • To increase responses of follow-up survey for CE&S  
 • To keeping helping students be familiar with the student Handbook  
 • To keep assisting students in following plan of study in a timely manner |
| Current Student Follow-Up Data | • To keep monitoring  
 • To keep assisting students in following plan of study in a timely manner |

**Student Assessment**

<table>
<thead>
<tr>
<th>End of Semester Summary Reports of CACREP Key Performance Indicators (KPIs)</th>
<th>• To strengthen entry-level students’ competences in the areas of career counseling, counseling theory, group counseling, and assessment as they move to the end of their training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluations of Students Clinical Skills</td>
<td>• To strengthen doctoral training on research &amp; scholarship</td>
</tr>
<tr>
<td>Student Performance Evaluations and College of Education Dispositions</td>
<td>• To review student performance evaluation form and identify better way to reflect on student performance on KPIs at the individual level</td>
</tr>
<tr>
<td>Remediation Plans for Students</td>
<td>• To keep monitoring</td>
</tr>
<tr>
<td>Others</td>
<td>• None</td>
</tr>
</tbody>
</table>