

**COMPREHENSIVE ASSESSMENT
PLAN (CAP)
2019-2020**

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; Fall-Spring-Summer) 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 Summary Report) in October and set goals for the current (ongoing) academic year.

In the following Spring semester, the Executive Summary Report is published on the main webpage of the Counselor Educator Program after a review and approval by the Counselor Education Advisory Committee. This CAP Executive Summary Report is then 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 2019-2020 Executive Summary Report is a summary of the Comprehensive Assessment Plan (CAP) Report presented in Fall 2020. This Executive Summary Report offers program data from Academic Year (AY) 2019-2020.

- 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 the 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 pages 15-16, a summary review of program modifications in response to 2019-2020 goals was presented. Finally, new objectives for 2020-2021 were listed corresponding to all 19 assessment items at the end of this document (p.17 – p.18).

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 2019-2020 were presented below:

2019-2020 Vital Statistics				
	Entry Level			Doctoral Level
	Clinical Mental Health Counseling	School Counseling	Rehabilitation Counseling	Counselor Education & Supervision
The number of graduates for the past academic year	18	4	4	0
The pass rates on credentialing examinations	100% (N* = 14) (NCE**)	100% (N = 1) (NCE)	N/A (CRCE***)	N/A
Program completion rates†	83% (N = 6)	100% (N = 2)	67% (N = 3)	50% (N = 2)
Job placement rates††	100% (N = 11)	100% (N = 3)	100% (N = 4)	N/A
<p>Note: The above data were collected in the academic year of 2019 – 2020, which was from summer 2019 to Spring 2020.</p> <p>*N represents the total number of students</p> <p>**NCE = National Counselor Examination</p> <p>**CRCE = Certified Rehabilitation Counselor Examination</p> <p>†The program completion rate is defined by CACREP as the percentage of admitted students who graduate from the program within the expected time period.</p> <p>††Job Placement rates are calculated based on data points collected at 6-month postgraduate; and is based on graduates who respond to the follow-up survey or those found in their social media accounts</p>				

Core Faculty in the Counselor Education Program

Faculty Members	Rank	CMHC	SC	RC	CE&S
Burnham, Joy J. , Ph.D., LPC, NCC (1995, Auburn University).	Professor		x		x
Baltrinic, Eric R. , Ph.D., LPCC (2014, Kent State University).	Assistant Professor	x			x
Cook, Ryan M. Ph. D., LPC, ACS (2016, Virginia Tech). <i>Counseling Lab Coordinator</i>	Assistant Professor	x			x
Dawson-Hardy, Millie , Ph.D., LPC, RPT, MAT (2000, Georgia State University)	Clinical Assistant Professor		x		x
Fye, Heather , Ph.D., LPCC, NCC (2016, Kent State University)	Assistant Professor		x		x
Grenawalt, Teresa , Ph.D., CRC (2019, University of Wisconsin-Madison).	Assistant Professor			x	x
Jenkins-Richardson Kimberly , Ph.D. (2018, University of Alabama). <i>Practicum and Internship Coordinator</i>	Clinical Assistant Professor	x			x
Lu, Junfei , Ph.D., CRC (2014, The University of Iowa). <i>CACREP Liaison</i>	Assistant Professor			x	x
Lund, Emily , Ph.D., CRC (2016, Utah State University)	Assistant Professor			x	x
Mugoya, George , Ph.D., MPH, CRC (2012, University of Arizona). <i>Program Coordinator</i>	Associate Professor			x	x

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.

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, except objective 1, as being achieved in the past academic year.
- Objective 1 specifies that “Faculty will recruit, select, retain, and graduate a diverse population of students across all Counselor Education programs” Thus, effort is needed to promote diversity of student population within the Counselor Education Program

B.I.c. Summary Report of Characteristics of Program Applicants, Students, Graduates

- In the academic year of Fall 2019-Summer 2020, the Counselor Education Program recruited a total of 35 students – CMHC (7), SC(7), RC (17), CE&S (4). There were 30 females and 5 males. The majority of them were White (24), followed by African American (10), and 1 non-disclosure. Also, there were 15 students from Alabama and 19 out-of-state, with 1 international.
- Upon Summer 2020, CMHC had a total of 16 students – 12 females and 4 males. Among them, there were 9 White, 6 African American, and 1 Asian. Eleven were from Alabama and 5 out-of-state.
- Upon Summer 2020, SC had a total of 11 students – 10 females and 1 male. All were White. Ten were from Alabama, 1 out-of-state.
- Upon Summer 2020, RC had a total of 28 students – 25 females and 3 males. Among them, there were 17 White, 6 African American, 1 Asian, and 4 non-disclosure. Six were from Alabama and 22 out-of-state.
- Upon Summer 2020, CE&S had a total of 12 students – 9 females and 3 males. Among them, there were 7 White, 4 African American, and 1 Hispanic. Ten were from Alabama and 2 out-of-state.

B.I.d. Summary Report of Number of Graduates Each Semester

- In the academic year of Fall 2019-Summer 2020, there were a total of 16 graduates in CMHC, 4 in SC, and 3 in RC. CE&S had 1 graduate.

B.I.e. Summary Report of NCE/CRCE Scores and Licensure/Certification

- In the academic year of Fall 2019-Summer 2020, there were 14 students in CMHC and 1 in SC took the NCE exam (certification exam) and all passed the exam.
- In the academic year of Fall 2019-Summer 2020, there no known students in RC took the CRCE exam (certification exam).

B.I.f. Summary Report of In Field Job Placement

- In the academic year of Fall 2019-Summer 2020, 16 graduates from CMHC. Eight of them reported to find jobs 90 days after graduation, with 7 no response.
- In the academic year of Fall 2019-Summer 2020, 4 graduates from SC. Three of them reported to find jobs 90 days after graduation, with 1 no response.
- In the academic year of Fall 2019-Summer 2020, 4 graduates from RC. All of them reported to find jobs 90 days after graduation.
- In the academic year of Fall 2019-Summer 2020, 1 graduate from CE&S. One reported to find jobs 90 days after graduation.
- In the academic year of Fall 2019-Summer 2020, 16 graduates from CMHC. Nine of them reported to find jobs 180 days after graduation, with 6 no response.
- In the academic year of Fall 2019-Summer 2020, 4 graduates from SC. Three of them reported to find jobs 180 days after graduation, with 1 no response.
- In the academic year of Fall 2019-Summer 2020, 4 graduates from RC. All of them reported to find jobs 180 days after graduation.
- In the academic year of Fall 2019-Summer 2020, 1 graduate from CE&S. One reported to find jobs 180 days after graduation.

B.I.g. Summary Report of Program Completion Rate

- In the academic year of Fall 2019-Summer 2020, the program completion rates were 88% for CMHC (7/8) and 100% SC (2/2) for full time students. There was no full time student from RC for this given cohort.
- In the academic year of Fall 2019-Summer 2020, the program completion rates were 100% for SC (1/1) and 75% for RC (3/4) for part time students. There was no part time student in CMHC for this given cohort.
- In the academic year of Fall 2019-Summer 2020, the program completion rate were 50% for full time (1/2) students in CE&S. There was no part time student in CE&S for this given cohort.

B.I.h Summary Report of Minority Recruiting

- In the academic year of Fall 2019-Summer 2020, the Counselor Education Program kept its minority recruitment efforts. For instance, recruitment efforts were reached out to international students.

B.I.i Summary Report of Student Evaluations of University Supervisor (SOI in LT)

- In the academic year of Fall 2019-Summer 2020, student evaluation of university supervisors was generally favorable.

B.I.j Summary Report of Student Opinion of Instruction (SOI) Faculty– UA Faculty Evaluations

- In the academic year of Fall 2019-Summer 2020, student evaluation of instructors was generally favorable.

B.I.k Summary Report of Student Evaluation of Site Supervisor and Site

- In the academic year of Fall 2019-Summer 2020, 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 13 graduates from entry-level counseling tracks (i.e., CMHC, SC, and/or RC) participating the follow-up survey. The results indicated that they considered their training as helping them become competent in their counseling specialty areas, as well as improving their student dispositions regarding diversity, fairness, collaboration, and reflective practice.
- 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 12 site supervisors of entry-level counseling tracks (i.e., CMHC, SC, and/or RC) participating in 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 6 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 21 current students completed the student survey regarding advising, quality of feedback, faculty, courses, and overall experience. Areas that received full agreement entailed: The BCE faculty conduct themselves in an ethically professional manner. It is noted that the three 3-point rating scale is not effective to help interpret the result in a meaningful way, this needs to be addressed.

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 2019-Summer 2020, all 12 KPIs at the first measurement point were able to be evaluated.
 - In general, the mean rating scores across all 12 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 2019-Summer 2020, all 12 KPIs at the second measurement point were able to be evaluated.
 - In general, the mean rating scores across all but one KPI 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 received mean ratings above 2 but below 3. This KPI is related to career counseling.*
 - The number of students who received a rating of “2” over KPIs #IV were 5.
 - There was no student receiving a rating of “1.”

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

Doctoral Level

- In the academic year of Fall 2019-Summer 2020, 3 out of 5 KPIs at the first measurement point were able to be evaluated.

- 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.
- In the academic year of Fall 2019-Summer 2020, none of 5 KPIs at the second measurement point was measured since no student has progressed to this stage.

Key Performance Indicators (Doctoral)	
I	Counseling: The doctoral candidate will articulate best counseling practices and evaluate counseling effectiveness.
II	Supervision: The doctoral candidate will effectively demonstrate developmentally appropriate and ethical supervision with master's level students
III	Teaching: The doctoral candidate will effectively demonstrate teaching content in Counselor Education
IV	Research and Scholarship: The doctoral candidate will demonstrate use of appropriate research methods and designs.
V	Leadership & Advocacy: The doctoral candidate will demonstrate advocacy skills and comprehend the role of advocacy in Counselor Education

C.b. Evaluations of Students Clinical Skills

Master Level

- In the academic year of Fall 2019-Summer 2020, 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). Students also demonstrated above average levels in the areas of professional characteristics, legal and ethical behaviors, and site special knowledge and skills.

Doctoral Level

- In the academic year of Fall 2019-Summer 2020, 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). Students also demonstrated above average levels in the areas of professional characteristics, legal and ethical behaviors, and site special knowledge and skills. Moreover, students received mean rating scores of strong to excellence in the domains of counseling, teaching, supervision, and leadership/advocacy.

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

- In the academic year of Fall 2019, 89 students were evaluated at the end of the semester regarding their academic skills, clinical skills, ethical and professional behavior, personal characteristic, and dispositions. 88 students were recommended to continue their program learning. Six students received exemplary letter to confirm their excellent performance (2 in CMHC & RC, respectively; 1 in SC & CES). One from SC received a provisional letter.
- In the academic year of Spring 2020, 68 students were evaluated at the end of the semester regarding their academic skills, clinical skills, ethical and professional behavior, personal characteristic, and dispositions. All were recommended to continue their program learning. Six students received exemplary letter to confirm their excellent

performance (2 in CMHC and SC, respectively; 1 in RC and CES, respectively). Two from RC received provisional letter.

- One student in CMHC successfully completed the remediation plan in Spring 2020. One student in SC and two students in RC received provisional letters and their progress will be monitored.

Program Modifications in Response to 2019-2020 Goals	
Evaluation Points	Program Modifications (2019-2020)
Internal Program Data	
Curriculum Matrix and Review	<ul style="list-style-type: none"> Removed standards B.4.d., B.4.j. & B.4.l. from BER 640 and evaluate them in BER 631
Annual Review of Mission and Program Objectives	<ul style="list-style-type: none"> Keep monitoring
Characteristics of Program Applicants, Students, Graduates	<ul style="list-style-type: none"> Keep monitoring
Number of Graduates Each Semester	<ul style="list-style-type: none"> Keep monitoring
NCE/CRCE Scores and Licensure/Certification	<ul style="list-style-type: none"> Keep monitoring
In Field Job Placement	<ul style="list-style-type: none"> Keep monitoring
Program Completion Rate	<ul style="list-style-type: none"> Keep monitoring
Minority Recruiting	<ul style="list-style-type: none"> Keep monitoring Dr. Mugoya received two referrals from Dr. Goodliffe from the recruitment fairs in India. (Feb 2/20/20)
Student Evaluations of University Supervisor (SOI in LT)	<ul style="list-style-type: none"> Keep monitoring
Student Opinion of Instruction (SOI) Faculty– UA Faculty Evaluations	<ul style="list-style-type: none"> Keep monitoring
Student Evaluation of Site Supervisor and Site	<ul style="list-style-type: none"> Updated form to evaluate site and site supervisor for doctoral students in BCE 625
External Program Data	
Graduate Follow-Up Data	<ul style="list-style-type: none"> Keep monitoring using the updated online forms
Site Supervisor Follow-Up Data	
Employer Follow-Up Data	
Current Student Follow-Up Data	
Student Assessment	
End of Semester Summary Reports of CACREP Key Performance Indicators (KPIs)	<ul style="list-style-type: none"> VIA tracking students' KPIs Revised BCE 611 Multicultural Counseling Course to enhance competence training (e.g., using a different book [written by Drs. Hayes & Erford] which was more appropriate to counseling students)

	<ul style="list-style-type: none"> • BCE 521 (Group Counseling) was taught by a core faculty member within the Counselor Education Program in fall 2019 • BCE 522 (Assessment) added one assignment to enhance student assessment skills • Updated evaluation rubric for doctoral prelim Exam and revised prelim Research questions
Evaluations of Students Clinical Skills	<ul style="list-style-type: none"> • Keep monitoring
Student Performance Evaluations and College of Education Dispositions	<ul style="list-style-type: none"> • Updated student evaluation form and drafted new guidelines to direct student evaluation using KPIs • Enhanced student involvement in the Rho chapter of Chi Sigma Iota. Efforts included holding business meetings via zoom to accommodate online students in Rehabilitation counseling, inviting more CSI members to join the executive board. • Due to COVID-19, all courses were taught remotely in the UA after March 30th, in Spring 2020. The Counselor Education Program developed effective approaches to ensure student participation and learning. • Revised BCE 611 Multicultural Counseling Course to enhance competence training (e.g., using a different book [written by Drs. Hayes & Erford] which was more appropriate to counseling students)
Remediation Plans for Students	<ul style="list-style-type: none"> • Keep monitoring
Others	<ul style="list-style-type: none"> • N/A

2020-2021 Goals	
Internal Program Data	
Curriculum Matrix and Review	
Annual Review of Mission and Program Objectives	<ul style="list-style-type: none"> • To revise the program mission to emphasize <i>cultural sensitivity</i>. <ul style="list-style-type: none"> ○ “The priority of the faculty is to train competent, ethical, <i>culturally sensitive</i>, and knowledgeable graduate practitioners...” • Faculty will recruit, select, retain, and graduate a diverse population of students across all Counselor Education programs, when balancing diversity needs, academic requirements, community needs along with choosing from the applicant pool that applied to our program.
Characteristics of Program Applicants, Students, Graduates	
Number of Graduates Each Semester	
NCE/CRCE Scores and Licensure/Certification	
In Field Job Placement	<ul style="list-style-type: none"> • To improve the effectiveness of tracking student job placement
Program Completion Rate	<ul style="list-style-type: none"> • To develop specific guidance of maintaining high completion rate (e.g., 90% or above)
Minority Recruiting	<ul style="list-style-type: none"> • To develop specific and long-standing strategies to help recruit students with diverse backgrounds across all three master’s level specialties and the doctoral program.
Student Evaluations of University Supervisor	
Student Opinion of Instruction (SOI) Faculty– UA Faculty Evaluations	
Student Evaluation of Site Supervisor and Site	
External Program Data	

Graduate Follow-Up Data	
Site Supervisor Follow-Up Data	
Employer Follow-Up Data	
Current Student Follow-Up Data	<ul style="list-style-type: none"> • To revise the rating scale to help better interpret the meaning of the evaluation results
Student Assessment	
End of Semester Summary Reports of CACREP Key Performance Indicators (KPIs)	<ul style="list-style-type: none"> • To refine guidelines of using student evaluation form to monitor student progress in the program • Keep monitoring doctoral students' performance and feedback regarding portfolio • Career counseling course needs to be reviewed to improve student learning experience. <ul style="list-style-type: none"> ○ Plan: BCE 513 Career Development (1) will add a study guide for the career development theories and models; (2) will add a career focused specialty assignment to culminate information learned in the class and apply it to career counseling in their specialty area, (3) will increase multiple choice questions on exams that included the career development theories and models
Evaluations of Students Clinical Skills	
Student Performance Evaluations and College of Education Dispositions	<ul style="list-style-type: none"> • To revise the student evaluation form, adding two standalone dispositions – interpersonal communication and openness • Monitor students' disposition changes of diversity after the revision of program mission • In recognition of the current COVID-19 pandemic, the BCE program will follow UA Guiding Principles for Instruction and keep the flexibility and capacity to apply various course delivery methods (i.e., online, in-person, or hybrid instruction) in CMHC, SC, RC, and doctoral courses. Monitor how this change of delivery model will impact student dispositions such as interpersonal communication, and collaboration
Remediation Plans for Students	
Others	