

**COMPREHENSIVE ASSESSMENT
PLAN (CAP)
2020-2021**

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 late October, 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 2020-2021 Executive Summary Report is a summary of the Comprehensive Assessment Plan (CAP) Report presented in Fall 2021. This Executive Summary Report offers program data from Academic Year (AY) 2020-2021.

- 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 2020-2021 goals was presented. Finally, new objectives for 2021-2022 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 in the same fall 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 2020-2021 were presented below:

2020-2021 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	3	7	5	3
The pass rates on credentialing examinations	100% (N* = 7) (NCE**)	100% (N = 3) (NCE)	N/A (CRCE***)	N/A
Program completion rates†	100% (N = 13)	80% (N = 5)	89% (N = 9)	33% (N = 3)
Job placement rates††	100% (N = 2)	100% (N = 6)	100% (N = 5)	100% (N = 3)
<p>Note: The above data were collected in the academic year of 2020 – 2021, which was from summer 2020 to Spring 2021.</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>	Associate 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 and 5.7, as being achieved in the past academic year.
- Objective 1 received an average rating of 2.60 (partially met). It 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
- Objective 5.7 received an average rating of 2.80 (partially met). It specifies that “Demonstrate knowledge and skills in current assessment and measurement”

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

- In the academic year of Summer 2020-Spring 2021, the Counselor Education Program recruited a total of 54 students – CMHC (11), SC(7), RC (31), CE&S (5). There were 48 females and 6 males. The majority of them were White (34), followed by African American (18), Hispanic (1), and 1 non-disclosure. Also, there were 25 students from Alabama and 28 out-of-state, with 1 international.
- Upon Spring 2021, CMHC had a total of 23 students – 20 females and 3 males. Among them, there were 14 White, 6 African American, and 1 Asian. 20 were from Alabama and 3 out-of-state.
- Upon Spring 2021, SC had a total of 17 students – 14 females and 3 males. 16 were White and 1 African American. 16 were from Alabama, 1 out-of-state.
- Upon Spring 2021, RC had a total of 53 students – 47 females and 6 males. Among them, there were 30 White, 17 African American, 1 Asian, and 5 non-disclosure. 14 were from Alabama and 38 out-of-state, with one international.
- Upon Spring 2021, CE&S had a total of 13 students – 11 females and 2 males. Among them, there were 7 White, 5 African American, and 1 Hispanic. 11 were from Alabama and 2 out-of-state.

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

- In the academic year of Summer 2020-Spring 2021, there were a total of 3 graduates in CMHC, 7 in SC, and 5 in RC. CE&S had 3 graduate.

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

- In the academic year of Summer 2020-Spring 2021, there were 7 students in CMHC and 3 in SC took the NCE exam (certification exam) and all passed the exam.
- In the academic year of Summer 2020-Spring 2021, 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 Summer 2020-Spring 2021, 3 graduates from CMHC. 2 of them reported to find jobs 90 days after graduation, with one no response.
- In the academic year of Summer 2020-Spring 2021, 7 graduates from SC. 6 of them reported to find jobs 90 days after graduation, with one no response.
- In the academic year of Summer 2020-Spring 2021, 5 graduates from RC. All of them reported to find jobs 90 days after graduation.
- In the academic year of Summer 2020-Spring 2021, 3 graduates from CE&S. all reported to find jobs 90 days after graduation.
- In the academic year of Summer 2020-Spring 2021, 3 graduates from CMHC. 2 of them reported to find jobs 180 days after graduation, with 6 no response.
- In the academic year of Summer 2020-Spring 2021, 7 graduates from SC. 6 of them reported to find jobs 180 days after graduation, with 1 no response.
- In the academic year of Summer 2020-Spring 2021, 5 graduates from RC. All of them reported to find jobs 180 days after graduation.
- In the academic year of Summer 2020-Spring 2021, 3 graduates from CE&S. All reported to find jobs 180 days after graduation

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

- In the academic year of Summer 2020-Spring 2021, the program completion rates were 100% for CMHC (13/13), 80% SC (4/5), and 86% (6/7) RC for full time students.
- In the academic year of Summer 2020-Spring 2021, the program completion rates were 100% RC (2/2) for part time students. There was no part time student in CMHC and SC for this given cohort.
- In the academic year of Summer 2020-Spring 2021, the program completion rate were 33% for full time (1/3) 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 Summer 2020-Spring 2021, 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 Summer 2020-Spring 2021, student evaluation of university supervisors was generally favorable, except for two items – “The instructor was an effective communicator.” and “Tests and assignments were graded and returned in a reasonable period of time. The average ratings were below 4 (agree) for both Fall 2020 and Spring 2021.

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

- In the academic year of Summer 2020-Spring 2021, 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 Summer 2020-Spring 2021, student evaluations of site and site supervisors instructors were generally favorable.
- However, For doctoral evaluation, one student raised a concern about the placement site.

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 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. One domain that received an average rating below 4 (agree) is 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 5 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 one response to the follow-up survey from site supervisor for doctoral level training in CE&S. The results of their rating were positive regarding development on student dispositions (diversity, fairness, collaboration, and reflective practice), but no response to inquiries about five core training areas (counseling, teaching, research, supervision, and leadership/advocacy).

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

- There was no employers completed the follow-up survey.

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

- There were 18 current students completed the student survey regarding advising, quality of feedback, faculty, courses, and overall experience. Two items received average ratings below 4 (agree) – “The Counselor Education (BCE) Student Handbook is a helpful resource to answer my program questions” and “I 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 Summer 2020-Spring 2021, 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 Summer 2020-Spring 2021, all 12 KPIs at the second measurement point were able to be evaluated.
 - In general, the mean rating scores across all KPIs were at or above 3 (target), which met the minimum expectation for students who were at their later stage of training in counseling.

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 Summer 2020-Spring 2021, All 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 Summer 2020-Spring 2021, 4 students completed KPIs at the second measurement point, and all reached the expectation of 3 (Target) or above.

	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 Summer 2020-Spring 2021, 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.
- The average rating of RC students in BCE 514 was below the 3 (average).

Doctoral Level

- In the academic year of Summer 2020-Spring 2021, 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 2020, 93 students were evaluated at the end of the semester regarding their student dispositions. 89 students were recommended to continue their program learning. Two students received exemplary letter to confirm their excellent performance (1 in CMHC; 1 in CES). Two from RC received a provisional letter. The aggregated ratings of student dispositions did not raise concerns that requested program-wide modification
- In the academic year of Spring 2021, 95 students were evaluated at the end of the semester regarding student dispositions. 71 were recommended to continue their program learning. 16 students received exemplary letter to confirm their excellent performance (2 in CMHC and CES, respectively; 6 in RC and SC, respectively). Two CMHC and 2 from SC received provisional letter. One from RC received an action plan. The aggregated

ratings of student dispositions did not raise concerns that requested program-wide modification, except for RC track. Five out of six domains received ratings below 3 (Target).

Program Modifications in Response to 2020-2021 Goals	
Evaluation Points	Program Modifications (2020-2021)
Internal Program Data	
Curriculum Matrix and Review	<ul style="list-style-type: none"> • Keep monitoring
Annual Review of Mission and Program Objectives	<ul style="list-style-type: none"> • 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...”
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"> • Add one item in the practicum/internship application to request an alternative email contact besides crimson email
Program Completion Rate	<ul style="list-style-type: none"> • Goal: To develop specific guidance of maintaining high completion rate (e.g., 90% or above) <ul style="list-style-type: none"> • Work in the progress
Minority Recruiting	<ul style="list-style-type: none"> • Goal: 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. <ul style="list-style-type: none"> • Work in the progress
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"> • Keep monitoring
External Program Data	
Graduate Follow-Up Data	<ul style="list-style-type: none"> • Keep monitoring • Revise the current student follow-up rating scale from a 3-point scale to a 5-point scale (1 = strongly disagree and 5 = strongly agree)
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"> • Refine guidelines of using student evaluation form to monitor student progress in the program • Successfully conducted the first doctoral portfolio presentation • Career counseling course updates: <ul style="list-style-type: none"> ○ BCE 513 Career Development (1) add a study guide for the career development theories and models; (2) add a career focused specialty assignment to culminate information learned in the class and apply it to career counseling in their specialty area, (3) increase multiple choice questions on exams that included the career development theories and models
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"> • Revise the student evaluation form, adding two standalone dispositions – interpersonal communication and openness • In recognition of the current COVID-19 pandemic, the BCE program followed UA Guiding Principles for Instruction and kept 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.
Remediation Plans for Students	<ul style="list-style-type: none"> • Keep monitoring
Others	<ul style="list-style-type: none"> • N/A

2021-2022 Goals	
Internal Program Data	
Curriculum Matrix and Review	Keep Monitoring
Annual Review of Mission and Program Objectives	<p>Obtaining various perspectives on diversity and making a collective decision on diversity related to student recruitment/selection, retention, and graduation.</p> <p>Action:</p> <ul style="list-style-type: none"> • Contacting Dr. Christine Taylor (Vice President and Associate Provost, DEI) about student diversity and soliciting feedback on measuring student diversity. • Besides individual ratings, BCE faculty will openly discuss their ratings on program mission and objective. <p>Having a shared view on this objective and making a collective decision</p> <p>Action:</p> <ul style="list-style-type: none"> • Besides individual ratings, BCE faculty will openly discuss their ratings on program mission and objective.
Characteristics of Program Applicants, Students, Graduates	Keep Monitoring
Number of Graduates Each Semester	Keep Monitoring
NCE/CRCE Scores and Licensure/Certification	Keep Monitoring
In Field Job Placement	Keep Monitoring
Program Completion Rate	Keep Monitoring
Minority Recruiting	Keep Monitoring
Student Evaluations of University Supervisor	<p>Soliciting more informative feedback (e.g., qualitative) from current student regarding their experiences in field placement courses.</p> <p>Action:</p> <ul style="list-style-type: none"> • Add one section about student field experiences in the current study survey 2021-2022.
Student Opinion of Instruction (SOI) Faculty– UA Faculty Evaluations	Keep Monitoring

Student Evaluation of Site Supervisor and Site	Making informed decision on site approval and clarifying program expectations Action: <ul style="list-style-type: none"> • Making a note of the identified site and site supervisor. • In future practice, ensuring that site supervisor knows the program expectations by completing the online confirmation survey.
External Program Data	
Graduate Follow-Up Data	Soliciting more informative feedback (e.g., qualitative) from graduates regarding this objective. Action: <ul style="list-style-type: none"> • Request students to offer qualitative feedback if their rating is below 4., starting from 2021-2022 graduate survey
Site Supervisor Follow-Up Data	Keep Monitoring
Employer Follow-Up Data	Keep Monitoring
Current Student Follow-Up Data	Strengthening the guiding function of Student Handbook Action: <ul style="list-style-type: none"> • Adding a Table of Content in the Handbook <p>Increasing the availability for students to take the courses as in their plan</p> Action: <ul style="list-style-type: none"> • Reviewing the course schedule for upcoming semester(s) and adjusting course parameters.
Student Assessment	
End of Semester Summary Reports of CACREP Key Performance Indicators (KPIs)	Facilitating student learning of counseling theory Action: <ul style="list-style-type: none"> • Improve Live-session time management to focus mainly on the lecture and other relevant activities. Student questions about the course schedule or assignments will be addressed at the end of each live session or via email.
Evaluations of Students Clinical Skills	Facilitating student learning of their counseling skills Action: <ul style="list-style-type: none"> • Based on the end-of-semester (summer 2020) student evaluation of the instructor, one of student advices is to provide more timely feedback based on student mock session. Accordingly, the instructor will grade students' submissions of mock sessions within three days after the due dates so that students will receive feedback before they prepare

	the next mock counseling session assignment.
Student Performance Evaluations and College of Education Dispositions	Enhancing RC students' understanding of all six dispositions and their expected behaviors Action: <ul style="list-style-type: none"> • Adding one slide in RC student orientation to talk about student disposition
Remediation Plans for Students	Keep Monitoring
Others	None