

**COMPREHENSIVE ASSESSMENT  
PLAN (CAP)  
2021-2022**

**Executive Summary Report**



**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 2021-2022 Executive Summary Report is a summary of the Comprehensive Assessment Plan (CAP) Report presented in Fall 2022. This Executive Summary Report offers program data from Academic Year (AY) 2021-2022.

- 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 15-17, a summary review of program modifications in response to 2021-2022 goals was presented. Finally, new objectives for 2022-2023 were listed corresponding to all 19 assessment items at the end of this document (p.18 – p.19).

**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 2021-2022 were presented below:

<b>2021-2022 Vital Statistics</b>				
	Entry Level			Doctoral Level
	Clinical Mental Health Counseling	School Counseling	Rehabilitation Counseling	Counselor Education & Supervision
The number of graduates for the past academic year	11	5	13	0
The pass rates on credentialing examinations	100% (N* = 6) (NCE**)	100% (N = 5) (NCE)	100% (N = 7) (CRCE***)	N/A
Program completion rates†	83% (N = 6)	80% (N = 5)	100% (N = 3)	N/A
Job placement rates††	100% (N = 2)	100% (N = 6)	100% (N = 5)	N/A
<p>Note: The above data were collected in the academic year of 2021 – 2022, which was from Summer 2021 to Spring 2022.</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
<b>Burnham, Joy J.</b> , Ph.D., LPC, NCC (1995, Auburn University).	Professor		x		x
<b>Baltrinic, Eric R.</b> , Ph.D., LPCC (2014, Kent State University).	Assistant Professor	x			x
<b>Cook, Ryan M.</b> Ph. D., LPC, ACS (2016, Virginia Tech). <i>Counseling Lab Coordinator</i>	Assistant Professor	x			x
<b>Dawson-Hardy, Millie</b> , Ph.D., LPC, RPT, MAT (2000, Georgia State University)	Clinical Assistant Professor		x		x
<b>Fye, Heather</b> , Ph.D., LPCC, NCC (2016, Kent State University)	Assistant Professor		x		x
<b>Grenawalt, Teresa</b> , Ph.D., CRC (2019, University of Wisconsin-Madison).	Assistant Professor			x	x
<b>Jenkins-Richardson Kimberly</b> , Ph.D. (2018, University of Alabama). <i>Practicum and Internship Coordinator</i>	Clinical Assistant Professor	x			x
<b>Lu, Junfei</b> , Ph.D., CRC (2014, The University of Iowa). <i>CACREP Liaison</i>	Associate Professor			x	x
<b>Lund, Emily</b> , Ph.D., CRC (2016, Utah State University)	Assistant Professor			x	x
<b>Mugoya, George</b> , 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.
- For Rehabilitation Counseling
  - 5-H.1.c: “Principles and processes of vocational rehabilitation, career development, and job development and placement” is now covered in both BCE 545 Case Management, Vocational Rehabilitation & Placement & BCE 533 Work and Disability
  - 5-H.2.k: “Education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities” is now covered in BCE 533 Work and Disability.
  - 5-H.3.i: “strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs” is now covered in both BCE 533 Work and Disability & BCE 547 Internship in Rehabilitation Counseling

### **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.
- Three objectives received average ratings below 3.00 (Met)
  - Master’s level**
    - 5.2. Continuously enhance multicultural competence by heightening cultural awareness, knowledge, and skills to work in a multicultural and pluralistic society (2.83)
  - Doctoral level**
    - 2.3. Effectively demonstrate teaching content in Counselor Education (2.83)
    - 2.4. Demonstrate use of appropriate research methods and designs (2.83)

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

- In the academic year of Summer 2021-Spring 2022, the Counselor Education Program recruited a total of 28 students – CMHC (6), SC(4), RC (17), CE&S (1). There were 24 females and 4 males. The majority of them were White (15), followed by African American (9), Hispanic (3), and 1 Asian. Also, there were 10 students from Alabama and 18 out-of-state.
- Upon Spring 2022, CMHC had a total of 16 students – 15 females and 1 male. Among them, there were 10 White, 4 African American, and 1 Hispanic. 13 were from Alabama and 3 out-of-state.
- Upon Spring 2022, SC had a total of 11 students – 10 females and 1 male. 9 were White and 1 African American. 8 were from Alabama, 3 out-of-state.
- Upon Spring 2022, RC had a total of 49 students – 43 females and 6 males. Among them,

there were 23 White, 20 African American, 2 Hispanic, 2 Asian, and 2 non-disclosure. 14 were from Alabama and 35 out-of-state, with one international.

- Upon Spring 2022, CE&S had a total of 14 students – 13 females and 1 male. Among them, there were 9 White, and 5 African American. 11 were from Alabama and 3 out-of-state.

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

- In the academic year of Summer 2021-Spring 2022, there were a total of 11 graduates in CMHC, 5 in SC, and 13 in RC. CE&S had 0 graduate.

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

- In the academic year of Summer 2021-Spring 2022, 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 Summer 2021-Spring 2022, there were 7 students in RC took the CRCE exam and all passed the exam (certification exam).

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

- In the academic year of Summer 2021-Spring 2022, 11 graduates from CMHC. 6 of them reported to find jobs 90 days after graduation, with 5 no response.
- In the academic year of Summer 2021-Spring 2022, 5 graduates from SC. 1 of them reported to find jobs 90 days after graduation, with 4 no response.
- In the academic year of Summer 2021-Spring 2022, 13 graduates from RC. 6 of them reported to find jobs 90 days after graduation, with 7 no response.
- In the academic year of Summer 2021-Spring 2022, 0 graduates from CE&S.
- In the academic year of Summer 2021-Spring 2022, 11 graduates from CMHC. 5 of them reported to find jobs 180 days after graduation, with 2 no response and 4 tracking in the process.
- In the academic year of Summer 2021-Spring 2022, 5 graduates from SC. None of them reported to find jobs 180 days after graduation, with 1 no response and 4 tracking in the process.
- In the academic year of Summer 2021-Spring 2022, 13 graduates from RC. 5 of them reported to find jobs 180 days after graduation, with 1 no response and 7 tracking in the process.
- In the academic year of Summer 2021-Spring 2022, 0 graduates from CE&S.

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

- In the academic year of Summer 2021-Spring 2022, the program completion rates were 83% for CMHC (5/6), 80% SC (4/5), and 100% (1/1) RC for full time students.
- In the academic year of Summer 2021-Spring 2022, 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 2021-Spring 2022, there was no full/part time student from CE&S.

### **B.I.h Summary Report of Minority Recruiting**

- Two counseling students were recruited to Gandhi-King Scholarly Exchange Initiative. The Gandhi-King Scholarly Exchange Initiative aims to inspire and develop a group of 20 aspiring young civic leaders from India and the United States to work together to advance civil rights, social justice and inclusion locally, nationally and internationally by exploring the histories and legacies of Mahatma Gandhi and Dr. Martin Luther King Jr. The program is part of the Gandhi-King Scholarly Exchange Initiative Act, championed by the late Congressman John Lewis and passed by Congress in 2020.

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

- In the academic year of Summer 2021-Spring 2022, 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 Summer 2021-Spring 2022, 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 2021-Spring 2022, student evaluations of site and site supervisors instructors were generally favorable.
- However, for doctoral evaluation, one site was noted regarding site orientation.
- For master's level evaluation, one site was noted regarding "site supervisor define your roles and responsibilities as practicum/internship student." One site was noted regarding the quality of site supervision. Two sites were noted regarding site orientation.



**B: PROGRAM EVALUATIONS**

**PART II: EXTERNAL PROGRAM DATA SUMMARY REPORT**

### **B.II.a. Summary Report of Graduate Follow-Up Data**

- There were 10 graduates from entry-level counseling tracks (i.e., CMHC, SC, and/or RC) participating the follow-up survey. Areas that received ratings between neutral and agree included: Your counseling program recruits, selects, retains, and graduates a diverse population of students; Fairness; Social and cultural diversity, Human growth and development, Career Development, Group work, Assessment, and Research and program evaluation.
- There was 0 graduate from doctoral CES program participating the follow-up survey.

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

- There were 8 site supervisors of entry-level counseling tracks (i.e., CMHC, SC, and/or RC) participating in the follow-up survey. Areas that received ratings between neutral and agree included: Knowledge of ethical and legal practice in the counseling profession; Continuous increasing in multicultural competence; Resiliency and good self-care; Knowledge and skills in assessment and measurement; Understanding of the importance of research in counseling; and Knowledge in career counseling.
- 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 were 2 employers completed the follow-up survey. The responses indicated that both were satisfied with our graduates and were willing to hire our graduates in the future.

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

- There were 20 current students completed the student survey regarding advising, quality of feedback, faculty, courses, overall experience, and practicum/internship experience. Areas that received ratings between neutral and agree included: the section of advising, I receive timely and constructive feedback in my courses” “The opportunity to work collaboratively and cooperatively with my classmates (in and out of class) is an important part of my learning experience” “I have been able to take the courses I need in a timely manner” and “BCE program goals and objectives, found in the BCE Student Handbook, are clear to me”
- Student qualitative feedback favored their clinical course experiences

**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 2021-Spring 2022, 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 2021-Spring 2022, 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, 3 KPIs at the first measurement point were able to be evaluated.
  - In general, the mean rating scores across all three KPIs were above 2 (developing), which met the minimum expectation for students who were at their early stage of training in CES. Two KPIs could not be measured since courses

were not offered – KPI III and V

- In the academic year of Summer 2021-Spring 2022, 3 students completed KPIs at the second measurement point, and 2 reached the expectation of 3 (Target) or above across all KPIs. One received a rating of 2 (developing) on research and would retake this KPI measure in the following academic year

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 2021-Spring 2022, 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 Summer 2021-Spring 2022, 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 2021, 101 students were evaluated at the end of the semester regarding their student dispositions. 98 students were recommended to continue their program learning without concern. Five students received exemplary letter to confirm their excellent performance (1 in SC; 13 in RC, and in CES). One from RC received a provisional letter. 2 from SC had remediation plans. The aggregated ratings of student dispositions did not raise concerns that requested program-wide modification
- In the academic year of Spring 2022, 95 students were evaluated at the end of the semester regarding student dispositions. 90 were recommended to continue their program learning without concern. 8 students received exemplary letter to confirm their excellent

performance (3 in SC, 4 in RC, and 1 in CES); 5 from RC received provisional letter. The aggregated ratings of student dispositions did not raise concerns that requested program-wide modification.

<b>Program Modifications in Response to 2021-2022 Goals</b>	
<b>Internal Program Data</b>	
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><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Contacting Dr. Christine Taylor (Vice President and Associate Provost, DEI) about student diversity and soliciting feedback on measuring student diversity.</li> </ul> <p><b>Implemented: Yes</b></p> <ul style="list-style-type: none"> <li>• Besides individual ratings, BCE faculty will openly discuss their ratings on program mission and objective.</li> </ul> <p><b>Implemented: Yes</b></p> <p>Having a shared view on this objective and making a collective decision</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Besides individual ratings, BCE faculty will openly discuss their ratings on program mission and objective.</li> </ul> <p><b>Implemented: Yes</b></p>
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><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Add one section about student field experiences in the current study survey 2021-2022.</li> </ul>

	<b>Implemented: Yes</b>
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 <b>Action:</b> <ul style="list-style-type: none"> <li>• Making a note of the identified site and site supervisor.</li> <li>• In future practice, ensuring that site supervisor knows the program expectations by completing the online confirmation survey.</li> </ul> <b>Implemented: Yes</b>
<b>External Program Data</b>	
Graduate Follow-Up Data	Soliciting more informative feedback (e.g., qualitative) from graduates regarding this objective. <b>Action:</b> <ul style="list-style-type: none"> <li>• Request students to offer qualitative feedback if their rating is below 4., starting from 2021-2022 graduate survey</li> </ul> <b>Implemented: No, needed to be stressed in 2022-2023 graduate survey</b>
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 <b>Action:</b> <ul style="list-style-type: none"> <li>• Adding a Table of Content in the Handbook</li> </ul> <b>Implemented: Yes</b>  Increasing the availability for students to take the courses as in their plan <b>Action:</b> <ul style="list-style-type: none"> <li>• Reviewing the course schedule for upcoming semester(s) and adjusting course parameters.</li> </ul> <b>Implemented: Yes</b>
<b>Student Assessment</b>	
End of Semester Summary Reports of CACREP Key Performance Indicators (KPIs)	Facilitating student learning of counseling theory <b>Action:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>



	live session or via email. <b>Implemented: Yes</b>
Evaluations of Students Clinical Skills	Facilitating student learning of their counseling skills <b>Action:</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Implemented: Yes</b>
Student Performance Evaluations and College of Education Dispositions	Enhancing RC students' understanding of all six dispositions and their expected behaviors <b>Action:</b> <ul style="list-style-type: none"> <li>Adding one slide in RC student orientation to talk about student disposition</li> </ul> <b>Implemented: Yes (BCE Orientation PPTs have been updated to include the most recent student dispositions)</b>
Remediation Plans for Students	Keep Monitoring
Others	None

<b>2022-2023 Goals</b>	
<b>Internal Program Data</b>	
Curriculum Matrix and Review	Three CACREP standards (5-H.1.c., 5-H.2.k., and 5-H.3.i.) related to RC program have been moved to BCE 533 Work and Disability <b>Action:</b> <ul style="list-style-type: none"> <li>Starting from Spring 2023, BCE 533 will cover the above standards</li> </ul>
Annual Review of Mission and Program Objectives	Two objectives at the doctoral level raised faculty's attention. Faculty discussed the challenges in covering both teaching and research related standards in one course. <b>Action:</b> <ul style="list-style-type: none"> <li>Starting from Fall 2022, faculty members will work on a new course development that mainly focuses on research and scholarship in counseling</li> </ul>
Characteristics of Program Applicants, Students, Graduates	To have a broad picture of diversity, faculty discussed a need to expand the domains of individual characteristics <b>Action:</b> <ul style="list-style-type: none"> <li>Contact Student Registrar and check what other diverse backgrounds the Registrar record and are able to share</li> </ul>
Number of Graduates Each Semester	Keep Monitoring
NCE/CRCE Scores and Licensure/Certification	Keep Monitoring
In Field Job Placement	Faculty discussed a need to note the nature of job placement of doctoral graduates to help guide program development <b>Action:</b> <ul style="list-style-type: none"> <li>Provide info about the nature of the job placement of doctoral graduates (e.g., teaching, research, clinical work)</li> </ul>
Program Completion Rate	Keep Monitoring
Minority Recruiting	Keep Monitoring
Student Evaluations of University Supervisor	Keep Monitoring
Student Opinion of Instruction (SOI) Faculty– UA Faculty Evaluations	Keep Monitoring

Student Evaluation of Site Supervisor and Site	<p>Faculty noted student concerns about several sites regarding site orientation, and the quality of site supervision.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>The clinical coordinator and university supervisors will further the effort to clarify program expectations (e.g., offering an on-site orientation to site supervisors) when offering orientation to site supervisors and monitor student weekly reflections on their site supervision during university group supervision</li> </ul>
<b>External Program Data</b>	
Graduate Follow-Up Data	<p>Soliciting qualitative feedback from graduates.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>Request qualitative feedback, starting from 2021-2022 graduate survey</li> </ul>
Site Supervisor Follow-Up Data	Keep Monitoring
Employer Follow-Up Data	Keep Monitoring
Current Student Follow-Up Data	Keep Monitoring
<b>Student Assessment</b>	
End of Semester Summary Reports of CACREP Key Performance Indicators (KPIs)	Keep Monitoring
Evaluations of Students Clinical Skills	Keep Monitoring
Student Performance Evaluations and College of Education Dispositions	Keep Monitoring
Remediation Plans for Students	Keep Monitoring
Others	None