

**COMPREHENSIVE ASSESSMENT
PLAN (CAP)
2022-2023**

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 2022-2023 Executive Summary Report is a summary of the Comprehensive Assessment Plan (CAP) Report presented in Fall 2023. This Executive Summary Report offers program data from Academic Year (AY) 2022-2023.

- 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 2022-2023 goals was presented. Finally, new objectives for 2023-2024 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 2022-2023 were presented below:

2022-2023 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	4	4	13	2
The pass rates on credentialing examinations	NA	100% (N = 6) (NCE**)	100% (N = 3) (CRCE***)	N/A
Program completion rates†	100% (N = 7)	75% (N = 8)	93% (N = 11)	100% (N = 1)
Job placement rates††	100% (N = 1)	100% (N = 2)	100% (N = 8)	100% (N = 1)
<p>Note: The above data were collected in the academic year of 2022 – 2023, which was from Summer 2022 to Spring 2023.</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
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 as being achieved in the past academic year.

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

- In the academic year of Summer 2022-Spring 2023, the Counselor Education Program recruited a total of 40 students – CMHC (17), SC (2), RC (16), CE&S (5). There were 32 females and 8 males. The majority of them were White (20), followed by African American (15), Hispanic (3), and non-disclosure (2). Also, there were 18 students from Alabama, 21 out-of-state, and 1 international.
- Upon Spring 2023, CMHC had a total of 24 students – 22 females and 2 males. Among them, there were 14 White, 6 African American, 2 multi-race, and 2 non-disclosure. Seventeen were from Alabama and 7 out-of-state.
- Upon Spring 2023, SC had a total of 8 students – all females. Four were White and 4 African American. Five were from Alabama, and 3 out-of-state.
- Upon Spring 2023, RC had a total of 40 students – 37 females and 3 males. Among them, there were 16 White, 20 African American, 3 Hispanic, and 1 non-disclosure. Eight were from Alabama and 32 out-of-state.
- Upon Spring 2023, CE&S had a total of 16 students – 14 females and 2 males. Among them, there were 9 White, and 5 African American, 2 multi-race, and 1 non-disclosure. Twelve were from Alabama, 3 out-of-state, and 1 international.

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

- In the academic year of Summer 2022-Spring 2023, there were a total of 4 graduates in CMHC, 4 in SC, and 13 in RC. CE&S had 2 graduates.

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

- In the academic year of Summer 2022-Spring 2023, there were 6 students in SC took the NCE exam (certification exam) and all passed the exam.
- In the academic year of Summer 2022-Spring 2023, there were 3 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 2022-Spring 2023, there were 4 graduates from CMHC. All of them reported to find jobs 90 days after graduation.

- In the academic year of Summer 2022-Spring 2023, there were 4 graduates from SC. Two of them reported to find jobs 90 days after graduation, with 2 no response.
- In the academic year of Summer 2022-Spring 2023, there were 13 graduates from RC. Eleven of them reported to find jobs 90 days after graduation, with 2 no responses.
- In the academic year of Summer 2022-Spring 2023, there were 2 graduates from CE&S, and both reported to find jobs 90 days after graduation.
- In the academic year of Summer 2022-Spring 2023, there were 4 graduates from CMHC. 1 of them reported to find jobs 180 days after graduation, with 3 tracking in the process.
- In the academic year of Summer 2022-Spring 2023, there were 4 graduates from SC. Two of them reported to find jobs 180 days after graduation, with 2 no responses.
- In the academic year of Summer 2022-Spring 2023, there were 13 graduates from RC. Eight of them reported to find jobs 180 days after graduation, with 5 tracking in the process.
- In the academic year of Summer 2022-Spring 2023, there were 2 graduates from CE&S. One of them reported to find jobs 180 days after graduation, with 1 tracking in the process.

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

- In the academic year of Summer 2022-Spring 2023, the program completion rates were 100% for CMHC (6/6), 80% SC (4/5), and 86% (6/7) RC for full time students.
- In the academic year of Summer 2022-Spring 2023, the program completion rates were 100% for CMHC (1/1), 67% SC (2/3), and 100% (4/4) RC for part time students.
- In the academic year of Summer 2022-Spring 2023, the program completion rates were 100% (1/1) for full time student from CE&S, and there is no part time student.

B.I.h Summary Report of Minority Recruiting

- No further action was taken beyond current practice in the 22-23 academic year

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

- In the academic year of Summer 2022-Spring 2023, 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 2022-Spring 2023, 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 2022-Spring 2023, student evaluations of site and site supervisors instructors were generally favorable.
- For master’s level evaluation, three sites received “No” in the item “site supervisor define your roles and responsibilities as practicum/internship student.” Two sites received “No”

in the items “Did your onsite supervisor provide orientation to the site?” and “Did your supervisor provide at least one hour of individual or triadic supervision per week?”

B: PROGRAM EVALUATIONS

PART II: EXTERNAL PROGRAM DATA SUMMARY REPORT

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

- There were 15 graduates from entry-level counseling tracks (i.e., CMHC, SC, and/or RC) participating the follow-up survey. Areas that raised attention included Social and cultural diversity, Career Development, Group work, Assessment, and Research and program evaluation.
- There was 1 graduate from doctoral CES program participating in the follow-up survey. Areas that raised attention included: Program objective 1 (Your counseling program recruits, selects, retains, and graduates a diverse population of students); collaboration, and research.

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

- There were 9 site supervisors of entry-level counseling tracks (i.e., CMHC, SC, and/or RC) participating in the follow-up survey. The ratings were positive across all areas.
- There were 3 responses to the follow-up survey from site supervisor for doctoral level training in CE&S. The ratings were positive across all areas.

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

- There were 7 employers completed the follow-up survey. The responses indicated that all 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 34 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 mainly around (1) “The Counselor Education (BCE) Student Handbook is a helpful resource to answer my program questions;” and “Experience with University Supervisors”
- Student qualitative feedback indicates that in general students favored their clinical course experiences, but suggested areas for improvement, such as offering feedback and relationship building.

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 2022-Spring 2023, 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 2022-Spring 2023, all, but one, 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.
 - One KPI was not evaluated since the course was not offered.

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 2022-Spring 2023, all KPIs at the first measurement point were able to be evaluated.
 - In general, the mean rating scores across all 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 2022-Spring 2023, 3 students completed KPIs at the second measurement point, and all reached the expectation of 3 (Target) or above across all KPIs.

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 2022-Spring 2023, 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 2022-Spring 2023, 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 2022, 89 students were evaluated at the end of the semester regarding their student dispositions. Eighty-one students were recommended to continue their program learning without concern. Six students received exemplary letter to confirm their excellent performance (1 in SC; and 5 in RC). One from RC and one from SC 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 2023, 91 students were evaluated at the end of the semester regarding student dispositions. Seventy-seven were recommended to continue their program learning without concern. Nine students received exemplary letter to confirm their excellent performance (1 CMHC, 2 in SC, 4 in RC, and 2 in CES). One from SC, 4 from RC, and 1 from CE&S received provisional letter. The aggregated ratings of student dispositions did not raise concerns that requested program-wide modification.
 - Remediation (i.e., action plan) was implemented on one student from RC based on faculty evaluation of students in Spring 2023. The student completed the plan successfully in the summer 2023

Program Modifications in Response to 2022-2023 Goals	
Internal Program Data	
Curriculum Matrix and Review	<p>Three CACREP standards (5-H.1.c., 5-H.2.k., and 5-H.3.i.) related to RC program have been realigned to BCE 533 Work and Disability</p> <p>Action:</p> <ul style="list-style-type: none"> Starting from Spring 2023, BCE 533 will cover the above standards <p>Implementation:</p> <ul style="list-style-type: none"> Yes
Annual Review of Mission and Program Objectives	<p>Two objectives at the doctoral level raised faculty attention. Faculty discussed the challenges in covering both teaching and research related standards in one course.</p> <p>Action:</p> <ul style="list-style-type: none"> Starting from Fall 2022, faculty members will work on a new course development that mainly focuses on research and scholarship in counseling <p>Implementation:</p> <ul style="list-style-type: none"> Partially. The course development will be completed by Fall 2023 and the course will be offered in Spring 2024
Characteristics of Program Applicants, Students, Graduates	<p>To have a broad picture of diversity, faculty discussed a need to expand the domains of individual characteristics</p> <p>Action:</p> <ul style="list-style-type: none"> Contact Student Registrar and check what other diverse backgrounds the Registrar record and are able to share <p>Implementation:</p> <ul style="list-style-type: none"> Partially. Faculty have access to the program "Slate" which contains demographic info. However, no more info was identified compared to what the current focus of program evaluation report
Number of Graduates Each Semester	Keep Monitoring
NCE/CRCE Scores and Licensure/Certification	Keep Monitoring
In Field Job Placement	<p>Faculty discussed a need to note the nature of job placement for doctoral graduates to help guide program development</p> <p>Action:</p> <ul style="list-style-type: none"> Provide info about the nature of the job placement for doctoral graduates (e.g., teaching, research, clinical work)

	<p>Implementation:</p> <ul style="list-style-type: none"> • Yes. Such info can be retrieved by checking the type of job placement(s) that doctoral graduate(s) reported
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>Action:</p> <ul style="list-style-type: none"> • 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 <p>Implementation:</p> <ul style="list-style-type: none"> • Yes
External Program Data	
Graduate Follow-Up Data	<p>Soliciting more informative feedback from graduates.</p> <p>Action:</p> <ul style="list-style-type: none"> • Request qualitative feedback, starting from 2021-2022 graduate survey <p>Implementation:</p> <ul style="list-style-type: none"> • Partially. Feedback was requested for clinical courses but not in other domains
Site Supervisor Follow-Up Data	Keep Monitoring
Employer Follow-Up Data	Keep Monitoring
Current Student Follow-Up Data	Keep Monitoring
Student Assessment	
End of Semester Summary Reports of CACREP Key	Keep Monitoring

Performance Indicators (KPIs)	
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

2023 -2024 Goals	
Internal Program Data	
Curriculum Matrix and Review	New CACREP Standards will take effect on July 1, 2024 Action: <ul style="list-style-type: none"> • Review 2024 standards and adjust standard alignment in the curriculum • Review 2024 standards and adjust curriculum
Annual Review of Mission and Program Objectives	New CACREP Standards will take effect on July 1, 2024 Action: <ul style="list-style-type: none"> • Mission and objectives will be reviewed and revised (if needed) given 2024 standards.
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	Students often adjusted their plan of study due to various reasons. Thus, a part-time and full-time differentiation does not help accurately calculate completion rate Action: <ul style="list-style-type: none"> • Review and refine the definition of completion rate for entry and doctoral levels (e.g., entry level – 3.5 years, doctoral level – 5 years)
Minority Recruiting	Faculty discussed minority recruitment and decided to further identify the needed areas for action target, besides current practice. Action: <ul style="list-style-type: none"> • Compare student demographic data between BCE and UA • Compare student demographic data between BCE and yearly CACREP
Student Evaluations of University Supervisor	Keep Monitoring
Student Opinion of Instruction (SOI) Faculty– UA Faculty Evaluations	Keep Monitoring
Student Evaluation of	Keep Monitoring

Site Supervisor and Site	
External Program Data	
Graduate Follow-Up Data	Keep Monitoring
Site Supervisor Follow-Up Data	Keep Monitoring
Employer Follow-Up Data	Keep Monitoring
Current Student Follow-Up Data	The feedback indicated that the student handbook was not informative enough. Action: <ul style="list-style-type: none"> Update student handbook and rename it as “BCE Student Resource Guide”
Student Assessment	
End of Semester Summary Reports of CACREP Key Performance Indicators (KPIs)	While students’ performance on KPIs for entry level indicated no concern, faculty noted the inconsistency in textbook adoption for BCE 513: Career Counseling between online and on-campus entry level tracks Action: <ul style="list-style-type: none"> Review textbooks with a goal to reach consensus. While students’ performance on KPIs for doctoral level indicated no concern, faculty discussed the need to enhance student research capacity within the context of counselor education Action: <ul style="list-style-type: none"> A new course BCE 633: Counselor Education Research will be developed and taught in Spring 2024
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