

**COMPREHENSIVE ASSESSMENT
PLAN (CAP)
2023-2024**

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 2023-2024 Executive Summary Report is a summary of the Comprehensive Assessment Plan (CAP) Report presented in Fall 2024. This Executive Summary Report offers program data from Academic Year (AY) 2023-2024.

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A. Vital Statistics and Core Faculty

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 2023-2024 were presented below:

2023-2024 Vital Statistics

| 2023-2024 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 | 6 | 3 | 9 | 1 |
| The pass rates on credentialing examinations | 100% (N = 7) | 100% (N = 2) | 100% (N = 2) | N/A |
| Program completion rates† | 81% (N = 9) | 100% (N = 8) | 61% (N = 19) | 75% (N = 3) |
| Job placement rates†† | 67% (N = 2) | 100% (N = 3) | 100% (N = 8) | 100% (N = 1) |
| <p>Note: The above data were collected in the academic year of 2023 – 2024, which was from Summer 2023 to Spring 2024.</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 |
|--|------------------------------|------|----|----|------|
| Cook, Ryan M. Ph. D., LPC, ACS (2016, Virginia Tech). <i>Program 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 |
| Granger, Teresa , Ph.D., CRC (2019, University of Wisconsin-Madison). | Assistant Professor | | | x | x |
| Hollins, Sylvia, Ph.D. , NCC, ALC (2023, University of Alabama). <i>Placement 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). | Associate Professor | | | x | x |

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 (4.B.2., CACREP, 2016)

- Applicants
 - In the academic year of Summer 2023-Spring 2024, the Counselor Education Program **recruited** a total of 33 students – CMHC (14), SC (5), RC (11), CE&S (3). There were 25 females and 8 males. The majority of them were White (21), followed by African American (6), Multi-race (2), and non-disclosure (4). Also, there were 17 students from Alabama, 13 out-of-state, and 3 international.
- Students
 - Upon Spring 2024, CMHC had a total of 27 students – 24 females and 3 males. Among them, there were 20 White, 6 African American, and 1 non-disclosure. Twenty were from Alabama and 7 out-of-state.
 - Upon Spring 2024, SC had a total of 9 students – 7 females and 2 males. Among them, there were 6 White, 2 African American, and 1 non-disclosure. Six were from Alabama, one out-of-state, and 2 international.
 - Upon Spring 2024, RC had a total of 39 students – 33 females and 6 males. Among them, there were 17 White, 18 African American, 2 Hispanic, and 2 non-disclosure. Nine were from Alabama and 30 out-of-state.
 - Upon Spring 2024, CE&S had a total of 20 students – 15 females and 5 males. Among them, there were 13 White, 5 African American, and 2 non-disclosure. Sixteen were from Alabama, 2 out-of-state, and 2 international.
- Graduates
 - In the academic year of Summer 2023-Spring 2024, there were a total of 6 graduates in CMHC, 3 in SC, and 9 in RC. CE&S had 1 graduate. They were all females. The majority of them were White (12), followed by African American (7). Also, there were 9 students from Alabama, and 10 out-of-state.

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

- In the academic year of Summer 2023-Spring 2024, there were a total of 6 graduates in CMHC, 3 in SC, and 9 in RC. CE&S had 1 graduate.

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

- In the academic year of Summer 2023-Spring 2024, there were 7 students in CMHC, and 2 students in SC took the NCE exam (certification exam) and all passed the exam.
- In the academic year of Summer 2023-Spring 2024, there were 2 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 2023-Spring 2024, there were 6 graduates from CMHC. Two of them reported to find jobs 90 days after graduation with 3 no response, and one reporting no.
- In the academic year of Summer 2023-Spring 2024, there were 3 graduates from SC. All of them reported to find jobs 90 days after graduation.
- In the academic year of Summer 2023-Spring 2024, there were 9 graduates from RC. Eight of them reported to find jobs 90 days after graduation, with 1 no response.
- In the academic year of Summer 2023-Spring 2024, there was 1 graduate from CE&S, and reported to find jobs 90 days after graduation.
- In the academic year of Summer 2023-Spring 2024, there were 6 graduates from CMHC. 1 of them reported to find jobs 180 days after graduation, with 5 tracking in the process.
- In the academic year of Summer 2023-Spring 2024, there were 3 graduates from SC. One of them reported to find jobs 180 days after graduation, with 2 tracking in the process.
- In the academic year of Summer 2023-Spring 2024, there were 9 graduates from RC. Six of them reported to find jobs 180 days after graduation, with 3 tracking in the process.
- In the academic year of Summer 2023-Spring 2024, there was 1 graduate from CE&S, and reported to find jobs 180 days after graduation.

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

- In the academic year of Summer 2023-Spring 2024, the program completion rates were 81% for CMHC (9/11), 100% SC (8/8), and 61% (19/31) RC (expected to graduate in 3 years).
- In the academic year of Summer 2023-Spring 2024, the program completion rates were 75% (3/4) for students from CE&S (expected to graduate in 5 years)

B.I.h Summary Report of Minority Recruiting

- No further action was taken beyond current practice in the 23-24 academic year

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

- In the academic year of Summer 2023-Spring 2024, 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 2023-Spring 2024, 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 2023-Spring 2024, student evaluations of site and site supervisors instructors were generally favorable.
- For master’s level evaluation, two sites received “No” in the item “Did your onsite supervisor provide orientation to the site?”

B: PROGRAM EVALUATIONS (PART II: EXTERNAL PROGRAM DATA) SUMMARY REPORT (4.B.3., CACREP, 2016)

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

- There were 9 graduates from entry-level counseling tracks (i.e., CMHC, SC, and/or RC) participating the follow-up survey. No major areas raised concerns. One comment was “to ensure theory was put into practice and evaluated.”
- There was 1 graduate from doctoral CE&S program participating in the follow-up survey. Areas that raised attention included: diversity, fairness, collaboration, and research.

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

- There were 6 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 was 1 response 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 2 employers completed the follow-up survey. The ratings were positive across all areas and the employer was willing to hire our graduates in the future. Comments: to emphasize more on teamwork.

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

- There were 27 current students completed the student survey regarding advising, quality of feedback, faculty, courses, overall experience, and practicum/internship experience. Areas that need attention include advising and feedback.
- Fourteen students completed the survey about clinical course experiences. In general students’ ratings were above average.

C. STUDENT ASSESSMENT) SUMMARY REPORT (4.B.1., CACREP, 2016)

C.a. Summary Report of End of Semester Summary Reports of CACREP Key Performance Indicators (KPIs)

Master Level

- In the academic year of Summer 2023-Spring 2024, 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 2023-Spring 2024, all 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 2023-Spring 2024, all, but two, KPIs at the first measurement point were able to be evaluated.
 - In general, the mean rating scores across all but two, KPIs were above 2 (developing), which met the minimum expectation for students who were at their early stage of training in CES.
 - Two KPIs (one for teaching and one for leadership) were not measured since courses were not offered.
- In the academic year of Summer 2023-Spring 2024, 4 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 2023-Spring 2024, students who took clinical courses (BCE 514: counseling skills; Practicum, or Internship) demonstrated above average levels in the areas of professional characteristics, counseling skills, 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 research, teaching, supervision, and leadership/advocacy.

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

- In the academic year of Fall 2023, 100 students were evaluated at the end of the semester regarding their student dispositions. Ninety-four students were recommended to continue their program learning without concern. Three students received exemplary letter to confirm their excellent performance (1 in SC; and 2 in CE&S). Remediation (i.e., action plan) was implemented on two students from Rehabilitation Counseling Program, and one doctoral student based on faculty evaluation of students. The aggregated ratings of

- student dispositions did not raise concerns that requested program-wide modification.
- In the academic year of Spring 2024, 100 students were evaluated at the end of the semester regarding student dispositions. Eighty-six were recommended to continue their program learning without concern. Eleven students received exemplary letter to confirm their excellent performance (2 in SC, 4 in RC, and 5 in CES). One student from Clinical Mental Health Counseling had an action plan developed in Spring 2024. In addition, one student in Rehabilitation Counseling had a new academic misconduct reported in the process of working on the action plan, and another student from Rehabilitation Counseling had a below 3.0 GPA, an action plan is pending to be developed. The aggregated ratings of student dispositions did not raise concerns that requested program-wide modification.

D. PROGRAM MODIFICATIONS

| Program Modifications in Response to 2023 -2024 Goals | |
|--|---|
| Internal Program Data | |
| Curriculum Matrix and Review | <p>New CACREP Standards will take effect on July 1, 2024</p> <p>Action:</p> <ul style="list-style-type: none"> • Review 2024 standards and adjust standard alignment in the curriculum • Review 2024 standards and adjust curriculum <p>Implementation:</p> <ul style="list-style-type: none"> • Since Summer 2024, New standards have been intentionally built into courses – still working in the progress, aiming spring 2025 to complete transition |
| Annual Review of Mission and Program Objectives | <p>New CACREP Standards will take effect on July 1, 2024</p> <p>Action:</p> <ul style="list-style-type: none"> • Mission and objectives will be reviewed and revised (if needed) given 2024 standards. <p>Implementation:</p> <ul style="list-style-type: none"> • The revision process starts on February 2024, ongoing, aiming to complete in Fall 2024 |
| 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 | <p>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</p> <p>Action:</p> <ul style="list-style-type: none"> • Review and refine the definition of completion rate for entry and doctoral levels (e.g., entry level – 3 years, doctoral level – 5 years) <p>Implementation:</p> <ul style="list-style-type: none"> • Entry level – 3 years • Doctoral level – 4 years |
| Minority Recruiting | <p>Faculty discussed minority recruitment and decided to further identify the needed areas for action target, besides current practice.</p> <p>Action:</p> |

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| | <ul style="list-style-type: none"> • Compare student demographic data between BCE and UA • Compare student demographic data between BCE and yearly CACREP <p>Implementation:</p> <ul style="list-style-type: none"> • Need further discussion |
| 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 | Keep Monitoring |
| 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 | <p>The feedback indicated that the student handbook was not informative enough.</p> <p>Action:</p> <ul style="list-style-type: none"> • Update student handbook and rename it as “BCE Student Resource Guide” <p>Implementation:</p> <ul style="list-style-type: none"> • The Resource Guide has been drafted, need faculty review and approval |
| Student Assessment | |
| End of Semester Summary Reports of CACREP Key Performance Indicators (KPIs) | <p>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</p> <p>Action:</p> <ul style="list-style-type: none"> • Review textbooks with a goal to reach consensus. <p>Implementation:</p> <ul style="list-style-type: none"> • Career Counseling: A Holistic Approach ISBN: 978-1-305-08728-6 <p>While students’ performance on KPIs for doctoral level indicated no concern, faculty discussed the need to enhance student research capacity within the context of</p> |

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|---|--|
| | <p>counselor education</p> <p>Action:</p> <ul style="list-style-type: none"> • A new course BCE 633: Counselor Education Research will be developed and taught in Spring 2024 <p>Implementation:</p> <ul style="list-style-type: none"> • The course was developed and taught in Fall 2023 |
| 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 |

| 2024 -2025 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"> • Completing 2024 Standards transition by Spring 2025 |
| Annual Review of Mission and Program Objectives | New CACREP Standards will take effect on July 1, 2024 Action: <ul style="list-style-type: none"> • Completing mission and objectives review and update by Fall 2024 |
| 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"> • Aiming to graduate students within a reasonable timeline (review plan of study and discuss with advisees) <ul style="list-style-type: none"> ○ Entry level – 3.5 years ○ Doctoral level – 4 years |
| Minority Recruiting | Faculty discussed minority recruitment and decided to further identify the needed areas for action target, besides current practice. Action (examples) <ul style="list-style-type: none"> • Increase the percentage of minority applicants by 20% within two academic years. • Establish at least 5 strategic partnerships with minority-serving institutions and community organizations within one year from which to recruit students. • Host two recruitment events annually focused on attracting minority applicants <ul style="list-style-type: none"> ○ ADRS will collaborate and help with recruitment |
| Student Evaluations of | Keep Monitoring |

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|---|--|
| University Supervisor | |
| Student Opinion of Instruction (SOI) Faculty– UA Faculty Evaluations | Keep Monitoring |
| Student Evaluation of Site Supervisor and Site | Keep Monitoring |
| 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 | <p>The feedback indicated that the students had concerns about their advising experiences</p> <p>Action (examples):</p> <ul style="list-style-type: none"> • Increase advisor availability by implementing a minimum of 1 scheduled advising sessions per semester (fall/spring) for each student. • Ensure advisor response times within 48 hours for student inquiries (emails or phone calls) by the end of the next academic year. • Achieve a 25% increase in student-reported satisfaction with advisor support for professional growth and needs responsiveness within one academic year. |
| Student Assessment | |
| 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 | Keep Monitoring |

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|--------------|------|
| for Students | |
| Others | None |