

**COMPREHENSIVE ASSESSMENT
PLAN (CAP)
2024-2025**

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 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 2024-2025 Executive Summary Report is a summary of the Comprehensive Assessment Plan (CAP) Report presented in Fall 2025. This Executive Summary Report offers program data from Academic Year (AY) 2024-2025.

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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 2024-2025 were presented below:

2024-2025 Vital Statistics

2024-2025 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	17	6	12	3
The pass rates on credentialing examinations	100% (N = 11)	100% (N = 3)	100% (N = 3)	N/A
Program completion rates†	100% (N = 4)	100% (N = 1)	89% (N = 9)	0% (N = 2)
Job placement/doctoral admission rates††	90% (N = 10)	100% (N = 3)	100% (N = 12)	100% (N = 3)

Note: The above data were collected in the academic year of 2024 – 2025, which was from Summer 2024 to Spring 2025.

*N represents the total number of students

**NCE = National Counselor Examination

**CRCE = Certified Rehabilitation Counselor Examination

†The program completion rate is defined by CACREP as the percentage of admitted students who graduate from the program within the expected time period, rounding to a full-time study plan.

††Job Placement/doctoral admission includes those who were employed or admitted to doctoral programs. These rates are calculated based on data points collected at 6-month postgraduate; and are based on graduates who respond to the follow-up survey or those found in their social media accounts

Core Faculty in the Counselor Education Program

Faculty Members	Rank	CMHC	SC	RC	CE&S
Browne, Kristian, Ph.D. LPC, NCC (2024, University of Holy Cross)	Visiting Faculty	x			x
Dawson-Hardy, Millie, Ph.D., LPC, RPT, MAT (2000, Georgia State University)	Clinical 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>Program Coordinator & CACREP Liaison</i>	Associate Professor			x	x
Lund, Emily, Ph.D., CRC (2016, Utah State University)	Associate Professor			x	x
Mugoya, Tongi, 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 in 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

- Applicants
 - In the academic year of Summer 2024-Spring 2025, the Counselor Education Program **recruited** a total of 39 students – CMHC (13), SC (9), RC (16), CE&S (8). There were 30 females and 9 males. The majority of them were White (25), followed by African American (6), Multi-race (2), Asian (1), and non-disclosure (3). Also, there were 20 students from Alabama, 18 out-of-state, and 1 international.
- Students
 - Upon Spring 2025, CMHC had a total of 25 students – 22 females and 3 males. Among them, there were 19 White, 3 African American, 1 Asian, 1 Native American, and 1 non-disclosure. Nineteen were from Alabama and 6 out-of-state.
 - Upon Spring 2025, SC had a total of 17 students – 12 females and 5 males. Among them, there were 9 White, 9 African American, and 1 Asian. Twelve were from Alabama, 3 out-of-state, and 2 international.
 - Upon Spring 2025, RC had a total of 36 students – 28 females and 8 males. Among them, there were 20 White, 13 African American, 2 multi-race, and 1 non-disclosure. Seven were from Alabama and 29 out-of-state.
 - Upon Spring 2025, CE&S had a total of 18 students – 12 females and 6 males. Among them, there were 11 White, 5 African American, and 2 non-disclosure. Fourteen were from Alabama, 2 out-of-state, and 2 international.
- Graduates
 - In the academic year of Summer 2024-Spring 2025, there were a total of 17 graduates in CMHC, 6 in SC, and 12 in RC. CE&S had 3 graduates. Thirty-five were females and 3 males. The majority of them were White (25), followed by African American (12), and 1 (N/A). Also, there were 20 students from Alabama, and 18 out-of-state.

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

- In the academic year of Summer 2024-Spring 2025, there were a total of 17 graduates in CMHC, 6 in SC, and 12 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 2024-Spring 2025, there were 11 students in CMHC, and 3 students in SC took the NCE exam (certification exam) and 10 CMHC students and all SC passed the exam.
- In the academic year of Summer 2024-Spring 2025, 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 2024-Spring 2025, there were 17 graduates from CMHC. Nine of them reported to find jobs 90 days after graduation with 7 no response, and one reporting no.
- In the academic year of Summer 2024-Spring 2025, there were 6 graduates from SC. Three of them reported to find jobs 90 days after graduation with 3 no response.
- In the academic year of Summer 2024-Spring 2025, there were 12 graduates from RC. All of them reported to find jobs 90 days after graduation.
- In the academic year of Summer 2024-Spring 2025, there was 3 graduate from CE&S, and all reported to find jobs 90 days after graduation.
- In the academic year of Summer 2024-Spring 2025, there were 17 graduates from CMHC. 5 of them reported to find jobs 180 days after graduation, with 10 tracking in the process, and 2 no response.
- In the academic year of Summer 2024-Spring 2025, there were 6 graduates from SC. All of them are tracking in the process 180 days after graduation.
- In the academic year of Summer 2024-Spring 2025, there were 12 graduates from RC. Seven of them reported to find jobs 180 days after graduation, with 5 tracking in the process.
- In the academic year of Summer 2024-Spring 2025, there was 3 graduates from CE&S. Two 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 2024-Spring 2025, the program completion rates were 100% for CMHC (4/4), 100% SC (1/1), and 89% (8/9) RC (expected to graduate in 3 years).
- In the academic year of Summer 2024-Spring 2025, the program completion rates were 0% (0/2) for students from CE&S (expected to graduate in 5 years)

B.I.h. Full-Time Faculty

- In the academic year of Summer 2024-Spring 2025, the program had two positions for the Clinical Assistant Professor. Fifteen applicants applied, and the positions were filled.

Demographic data were not available.

- In the academic year of Summer 2024-Spring 2025, the program had one position for the Tenure-track Assistant Professor. Eight applicants applied (5 males/9 females; 6 White/2 African American/5 Asian/1 Multi-race; 9 Domestic/1 International; all for on-campus delivery), and the position was filled.
- In the academic year of Summer 2024-Spring 2025, the program had one position for the Senior Tenure-Track/Associate Professor. Fourteen applicants applied (2 males/6 females; 6 White/1 African American/1 N/A; 8 Domestic; all for on-campus delivery), and the position was filled.
- In Fall 2024, a total of 7 faculty were employed (3 males/4 females; 3 White/2 African American/1 Asian/1 Multi-race; all for on-campus delivery) and all retained.
- In Spring 2025, a total of 7 faculty were employed (3 males/4 females; 3 White/2 African American/1 Asian/1 Multi-race; all for on-campus delivery). Six retained and one left at the end of the semester due to the contract ended.

B.I.i. Placement Tracking

- In summer 2024, a total of 7 students (2 from CMHC and 5 from RC) applied for the practicum. All were placed successfully.
- In Fall 2024, a total of 12 students (4 from CMHC, 4 from SC, 5 from RC, and 1 from CE&S [PhD]) applied for the practicum. All were placed successfully.
- In Spring 2025, a total of 17 students (4 from CMHC, 4 from SC, 6 from RC, and 3 from CE&S [PhD]) applied for the practicum. All were placed successfully.
- In summer 2024, a total of 6 students (all from RC) applied for the internship. All were placed successfully.
- In Fall 2024, a total of 24 students (2 from CMHC, 9 from SC, 11 from RC, and 2 from CE&S [PhD]) applied for the internship. All were placed successfully.
- In Spring 2025, a total of 25 students (10 from CMHC, 7 from SC, 6 from RC, and 2 from CE&S [PhD]) applied for the internship. All were placed successfully.

B.I.j. Summary Report of Minority Recruiting

- No further action was taken beyond current practice in the 24-25 academic year

B.I.k. Summary Report of Student Evaluations of University Supervisor (SOI)

- In the academic year of Summer 2024-Spring 2025, student evaluation of university supervisors was generally favorable.

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

- In the academic year of Summer 2024-Spring 2025, student evaluation of instructors was generally favorable.

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

- In the academic year of Summer 2024-Spring 2025, student evaluations of site and site supervisors instructors were generally favorable.

B: PROGRAM EVALUATIONS (PART II: EXTERNAL PROGRAM DATA) SUMMARY REPORT

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

- There were 17 graduates from entry-level counseling tracks (i.e., CMHC, SC, and/or RC) participating the follow-up survey. No major areas raised concerns.
- There was 1 graduate from doctoral CE&S program participating in the follow-up survey. No major areas raised concerns.

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

- There were 15 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 5 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 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.

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

- There were 12 current students who completed the student survey regarding advising, quality of feedback, faculty, courses, overall experience, and practicum/internship experience. In general, students' ratings were above average.
- Five students completed the survey about clinical course experiences. In general, students' ratings were above average.

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 2024-Spring 2025, 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 2024-Spring 2025, 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 2024-Spring 2025, 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 supervision and one for research) were not measured since courses were not offered.
- In the academic year of Summer 2024-Spring 2025, 1 student completed KPIs at the second measurement point, and 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 2024-Spring 2025, 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 2024-Spring 2025, 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 2024, 100 students were evaluated at the end of the semester regarding their student dispositions. Eighty-seven students were recommended to continue their program learning without concern. Eleven students received exemplary letter to confirm their excellent performance (3 in SC, 3 in RC, and 5 in CE&S). No remediation plan. Two students were contacted by their advisors to discuss some academic concerns. The aggregated ratings of student dispositions did not raise concerns

that required program-wide modification.

- In the academic year of Spring 2025, 100 students were evaluated at the end of the semester regarding student dispositions. Eighty were recommended to continue their program learning without concern. Sixteen students received exemplary letter to confirm their excellent performance (3 in CMHC, 4 in SC, 5 in RC, and 4 in CES). No remediation plan. Four students were contacted by their advisors to discuss some academic concerns. The aggregated ratings of student dispositions did not raise concerns that requested program-wide modification.

D. PROGRAM MODIFICATIONS

Program Modifications in Response to 2024-2025 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"> • Completing 2024 Standards transition by Spring 2025 <p>Implementation:</p> <ul style="list-style-type: none"> • Still in the progress, will be completed by Spring 2026
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"> • Completing mission and objectives review and update by Fall 2024 <p>Implementation:</p> <ul style="list-style-type: none"> • Completed, need a final approval in Fall 2025
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"> • 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 years ○ Doctoral level – 4 years <p>Implementation: completed</p>
Full-time Faculty	Keep Monitoring
Placement Tracking	Keep Monitoring
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> <ul style="list-style-type: none"> • Develop an actionable plan to recruit

	Implementation: <ul style="list-style-type: none"> Suspended and change to recruitment as a general goal.
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 students had concerns about their advising experiences</p> <p>Action:</p> <ul style="list-style-type: none"> Develop an actionable to improve faculty advising <p>Implementation:</p> <ul style="list-style-type: none"> New faculty members were hired and related advisees were re-assigned accordingly.
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 for Students	Keep Monitoring
Others	None

Program Goals for 2025 -2026	
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 2026
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 2025
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	About 11 doctoral students who have stayed in the program for more than 4 years Actions: <ul style="list-style-type: none"> • Speeding up their dissertation progress and aiming to graduate them all in the next 2 years (FY 25-25 and FY 26-27)
Full-time Faculty	Keep Monitoring
Placement Tracking	Keep Monitoring
Recruitment	As four new faculty members were hired by the end of Spring 2025, this increase the capacity of the Counselor Education program to recruit more students Action: <ul style="list-style-type: none"> • Increasing student recruitment for FY 25-26, aiming for 30% - 50% increase
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	Keep Monitoring
Student Assessment	
End of Semester Summary Reports of CACREP Key Performance Indicators (KPIs)	New CACREP Standards will take effect on July 1, 2024 Action: <ul style="list-style-type: none"> • Completing new KPI standards review and update by Fall 2025
Evaluations of Students Clinical Skills	Keep Monitoring
Student Performance Evaluations and College of Education Dispositions	Keep Monitoring
Remediation Plans for Students	Keep Monitoring
Others	Keep Monitoring