



**College of Education and Human Development (CEHD)**

Department of Counseling & Human Development  
**Counselor Education Program**

Executive Summary Report of Comprehensive Program Evaluation  
2023-2024

## Introduction

The Counselor Education (CE) program at University of Louisville (UofL) was awarded initial accreditation by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) in 2013 and will be accredited through 2031. In accordance with the 2016 CACREP standards, the CE Program at UofL continuously engages in program evaluation activities for curricular changes and program improvement for the following two program tracks: Clinical Mental Health Counseling (CMHC) and School Counseling (SC).

This Executive Summary Report will provide:

- I. CE Program Overview
  - a. Core Faculty
  - b. Student Demographics, Enrollment, and Graduation Data
  - c. Graduate Profile
- II. Comprehensive Program Assessment Data
  - a. Assessment Results on CACREP's Eight Core Areas
  - b. Key Performance Indicators (KPI) Report
  - c. Student Disposition Evaluations
- III. Program Modifications

The data presented in this report are from the following sources: UofL institutional data; departmental data, program-faculty-led annual curricular review and program evaluation; student academic performance; students' professional disposition evaluations; site supervisors' evaluations; and National Counselor Exam (NCE) pass rates of UofL graduates seeking Licensed Professional Clinical Counselor (LPCC) in Kentucky.

This report has been reviewed by the CE program faculty and will be used to guide curricular and program improvement as part of the CEHD continuous improvement cycle. The Executive Summary Report will be distributed to various stakeholders:

- University & College – CEHD Dean, Graduate School Dean, UofL Office of Academic Planning & Accountability (OAPA) Staff, and CEHD Academic Affairs and Unit Effectiveness (AAUE) Staff.
- CE Professionals – Current Students, Alumni, Employers, Site Supervisors, and the CE Advisory Board Members.

Upon the approval of the Department Chair, the Executive Summary Report is published on the CE program webpage in the fall semester. This Executive Summary Report is a summary of the comprehensive program assessment conducted in academic year 2023-2024.

## I. Counselor Education (CE) Program Overview (2023-2024)

### Core Faculty

Faculty Members	Rank	CMHC	SC
Ahmad Washington, Ph.D., NCC. <i>Program Director of SC</i>	Associate Professor		X
Hongryun Woo, Ph.D., NCC.	Professor		X
Eileen Estes, Ph.D., LPCA, LPAT-S, ATR-BC. <i>Practicum and Internship Coordinator of CMHC</i>	Clinical Assistant Professor	X	
Sarah Tucker, Ph.D., LPCC, Certified School Counselor in Kentucky. <i>Program Director of CMHC</i>	Clinical Assistant Professor	X	
Melissa Henry, Ph.D., LMHC	Assistant Professor	X	

**Curriculum Overview:** A review of the curriculum matrix, recently revised as part of the 2022-2023 reaccreditation, showed that all CACREP 2016 standards were covered across CE program courses.

### Course Delivery Methods

- In Fall 2023, 53% of CE courses were delivered in-person, and 47% of CE courses were delivered online.
- In Spring 2024, 63% of CE courses were delivered in-person, and 37% of CE courses were delivered online.

### Student Demographics: Applicant Data\*

Summer/Fall 2023 Admission Per Program		
Graduate Program	Applied	Admitted
Clinical Mental Health Counseling	0	0
School Counseling	6	6

Spring 2024 Admission Per Program		
Graduate Program	Applied	Admitted
Clinical Mental Health Counseling	5	5
School Counseling	3	2

<b>Total for 2023-2024</b>	<b>14</b>	<b>13</b>
----------------------------	-----------	-----------

\*The UofL CE program admits students twice per year for the two program tracks. Applicants reviewed after March 1<sup>st</sup> are admitted for the fall semester. Applicants reviewed after October 1<sup>st</sup> are admitted for the spring semester. All applicants are evaluated holistically based on their application materials and interview(s).

### Student Demographics: Enrollment Data <sup>1</sup>

Summary of Profile: Enrollment - Gender						
Program	Fall 2023			Spring 2024		
	Women	Men	Total	Women	Men	Total
<b>CMHC</b>	26	8	34	27	8	35
<b>SC</b>	7	2	9	5	1	6
<b>Total</b>	33	10	43	32	9	41

Summary of Profile: Enrollment – Race/Ethnicity							
Program	Term	Hispanic	African American	Caucasian/ White	Multiracial	Asian	Total
<b>CMHC</b>	Fall 2023	3	7	21	1	2	34
	Spring 2024	2	7	23	1	2	35
<b>SC</b>	Fall 2023	1	2	6	0	0	9
	Spring 2024	1	1	3	0	1	6
<b>Total</b>	Fall 2023	4	9	27	1	2	43
	Spring 2024	3	8	26	1	3	41

Summary of Profile: Enrollment - Status						
Program	Fall 2023			Spring 2024		
	Full-time	Part-time	Total	Full-time	Part-time	Total
<b>CMHC</b>	26	8	34	26	9	35
<b>SC</b>	4	5	9	3	3	6
<b>Total</b>	30	13	43	29	12	41

### Student Demographics: Graduation Data<sup>2</sup>

	Summer 2023	Fall 2023	Spring 2024	Program Total
<b>CMHC</b>	6	3	11	20
<b>SC</b>		3	2	5
<b>Total Degree Conferred</b>	6	6	13	25

<sup>1</sup> DATA SOURCE: CPE IRAD TYPE 1 FILES

INCLUDES PART-TIME AND FULL-TIME STUDENTS. HEADCOUNT DATA, NOT FTE.

THERE WERE NO STUDENTS WITH A CACREP ACCREDITED PROGRAM AS THEIR SECOND MAJOR.

I:\IR\Common\Administration\OAPA\Program-Level Accreditations\CACREP 4248

<sup>2</sup> DATA SOURCE: DEGREE AND FORMAL AWARDS CONFERRED FILES

I:\IR\Common\Administration\OAPA\Program-Level Accreditations\CACREP 4248\Degree Conferrals for CACREP Accredited Concentrations.XLS

### Graduate Profile: In-Field Job Placements

In Academic Year 2023-2024, 67% (12/18) of CMHC graduates responded to the job placement question asked by the CE faculty through an annual email survey. Graduates reported that they accepted jobs within the clinical mental health field. The following were reported as graduates' employers: Maryhurst, Seven Counties Services, Louisville Health & Healing, Bridgehaven, Ellie Mental Health, Life Journey Counseling, and Apricus Counseling.

In Academic Year 2023-2024, 100% (4/4) of SC graduates responded to the job placement question asked by the CE faculty about through an annual email survey. Graduates reported that they had accepted within the school counseling field or were continuing their current position as school teachers.

### Graduate Profile: Program Completion Rate

Admit Year	Total	Graduated				In-Progress				Withdrawn				% Grad & In-progress
		CMHC		SC		CMHC		SC		CMHC		SC		
		Full-time (FT)	Part-time (PT)	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
2023-2024	10	0	0	0	0	3	1	4	1	0	0	1	0	90%

### Graduate Profile: Summary Report of National Counselor Exam (NCE) Test and Licensure/Certification

Graduate Program (AY 2023- 2024)	Students	NCE Test & Licensure/Certification
CMHC	12	100% Passed
SC	4	100% Obtained SC certificate

## II. Comprehensive Program Assessment Data

### Assessment Data: Results on CACREP Eight Core Areas

The CE programs maintain systematic procedures for collecting data on student knowledge, skills, and professional dispositions on an annual basis. Student performance data were collected throughout the curriculum. Student knowledge was assessed primarily using a 4-point scale in assessment rubrics within courses to assess performance in each of CACREP's eight core areas as shown in the table below.

Assessment Results on CACREP Eight Core Areas	
CACREP Core Area	*Mean
1. Professional Counseling Orientation and Ethical Practice <ul style="list-style-type: none"> <li>• Professional role</li> <li>• Relationships and functions</li> <li>• Professional ethics</li> </ul>	3.89

2. Social and Cultural Diversity <ul style="list-style-type: none"> <li>Awareness</li> <li>Knowledge</li> <li>Skills</li> </ul>	4
3. Human Growth and Development <ul style="list-style-type: none"> <li>Understanding of theories</li> <li>Reflection and integration of behavior</li> </ul>	3.25
4. Career Development <ul style="list-style-type: none"> <li>Understanding of theories</li> <li>Career planning, evaluation, and resources</li> <li>Career assessments</li> </ul>	3.82
5. Counseling and Helping Relationships <ul style="list-style-type: none"> <li>Theories and models of counseling</li> <li>Reflective understanding</li> <li>Ethical practice</li> </ul>	3.85
6. Group Counseling and Group Work <ul style="list-style-type: none"> <li>Types of groups</li> <li>Group leadership</li> <li>Group dynamics</li> </ul>	3.76
7. Assessment and Testing <ul style="list-style-type: none"> <li>Assessment instruments</li> <li>Quantitative understanding</li> <li>Norming samples/multicultural considerations</li> <li>Application</li> </ul>	3.87
8. Research and Program Evaluation <ul style="list-style-type: none"> <li>Research to perform practice</li> <li>Methods</li> <li>Needs assessment/program evaluation</li> </ul>	3.20
<b>Specialty Area</b>	<b>*Mean</b>
9. Clinical Mental Health Counseling <ul style="list-style-type: none"> <li>Orientation to CMHC</li> <li>Ethical practice</li> </ul>	3.89
10. School Counseling <ul style="list-style-type: none"> <li>Orientation to SC</li> <li>Professional engagement</li> </ul>	4

\*Note: 4 was the highest value.

### Assessment Data: Key Performance Indicators (KPIs)\*\*

Key Performance Indicators (AY 2023-2024)	Mean Score (Early stage of counselor training)*	Mean Score (Later stage of counselor training)*
1. Develop self-care strategies appropriate to the counselor role	> '2' (developing)	> '3' (target)
2. Continuously enhance multicultural counseling competencies in the areas of awareness, knowledge, and skills necessary to address mental health issues of culturally different clients	> '2' (developing)	> '3' (target)

3. Become knowledgeable of systemic and environmental factors that affect human development, functioning, and behavior	> '2' (developing)	> '3' (target)
4. Be able to identify and use assessment tools and techniques relevant to career planning and decision making	> '2' (developing)	> '3' (target)
5. Understand counselor characteristics and behaviors that influence the counseling process	> '2' (developing)	> '3' (target)
6. Demonstrate knowledge of approaches to group formation	> '2' (developing)	> '3' (target)
7. Understand the importance of the use of assessments for diagnostic and intervention planning purposes	> '2' (developing)	> '3' (target)
8. Demonstrate knowledge and skills in research and program evaluation in counseling	> '2' (developing)	> '3' (target)
<b>Specialty Area (CMHC)</b>		
9. Become knowledgeable of theories and models related to CMHC	> '2' (developing)	> '3' (target)
10. Understand the importance of cultural factors relevant to CMHC	> '2' (developing)	> '3' (target)
11. Comprehend various techniques and interventions for prevention and treatment of a broad range of mental health issues	> '2' (developing)	> '3' (target)
<b>Specialty Area (SC)</b>		
12. Become knowledgeable of models of school counseling programs	> '2' (developing)	> '3' (target)
13. Understand legal and ethical considerations specific to school counseling	> '2' (developing)	> '3' (target)
14. Demonstrate knowledge and skills in curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	> '2' (developing)	> '3' (target)

\*\*All 14 KPIs at two measurement points were evaluated by CE faculty. In general, the mean scores across all KPIs at the first time point were above '2' (developing) for early stage of counselor training; and the mean scores across all KPIs at the second time point were above '3' (target) for later stage of counselor training. It meets the expectations at the appropriate stage of counselor training as there were no students who received a rating of '1' (insufficient) at early stage, and there were no students who received a rating of '1' (insufficient) or '2' (developing) at later stage.

### Assessment Data: Students Dispositions Evaluations

<b>Graduate Program (AY 2023- 2024)*</b>	<b>Fall 2023</b>	<b>Spring 2024</b>
Continue	47	45
Dropped out	1	2
Leave of Absence	2	0
<b>Total*</b>	<b>50</b>	<b>47</b>

- In Fall 2023, 50 students were evaluated on their dispositions at the end of the semester. Forty-eight students were recommended to continue their training. Two SC students submitted a request for leave for the Spring 2024 semester. All students were

recommended to continue their training except one student who dropped out from the CMHC program.

- In Spring 2024, 47 students were evaluated on their dispositions at the end of the semester.
- Also, at the end of the 2023-2024 academic year, two students dropped out of the CMHC program.
- The aggregated ratings of dispositions did not indicate that program-wide modifications were needed.

\*The total student count considers all students in the CE program who were evaluated for disposition in AY 2023-2024.

### III. Program Modifications

#### Program Focus Area - Program Modifications

Focus Areas	Program Modifications
Core Faculty	Launched job searches to hire two core faculty members for the CMHC program.
Student Demographics	At the department level, developing ideas and strategies to recruit diverse students were prioritized as one of the most important agendas to address. For example, Department Chair and CE faculty launched and participated in the <u>Diversifying the Counselor Profession Initiative</u> .
Graduates In-field Job Placement	An alternative email contact besides university email address was added to the practicum/internship application, which will continue for future graduates.
Course Delivery Methods	Based on the needs of some other programs, more remote [synchronous] and distance education [asynchronous] courses were offered within the department. This will give more flexibility in CE courses in terms of course delivery methods.