



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

Executive Summary Report of Comprehensive Program Evaluation

2021-2022

## I. Introduction

The Counselor Education (CE) Program at University of Louisville (UofL) has been accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) since 2013. 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 programs: Clinical Mental Health Counseling (CMHC) and School Counseling (SC).

This electronic document (a) provides an overview of the two CE programs listed above, (b) highlights the results of comprehensive program assessment, and (c) describes program modifications and future action plans.

The information presented in this Executive Summary Report is based on the data collected from the following sources: UofL institutional data; departmental data such as program faculty/student demographics, annually scheduled curricular review, and program objectives evaluation by program faculty; student academic performance; professional dispositions evaluation of students throughout their program; site supervisor evaluation of students in clinical courses; National Counselor Exam (NCE) pass rates (for graduates seeking LPCC in Kentucky); and surveys from current students, graduates, and employers of graduates.

This report is carefully reviewed by CE program faculty and decisions are made to guide curricular and program changes. Feedback is sought from the Department Chair, the Dean of the College of Education and Human Development, and members of the Academic Affairs and Unit Effectiveness (AAUE) office.

Upon the approval of the Department Chair, the Executive Summary Report is published on the CE program webpage in the fall semester. The Executive Summary Report is also distributed to various stakeholders, including university officials (e.g. Dean of the College of Education & Human Development, Dean of Graduate School, and Dean of the Academic Affairs and Unit Effectiveness), current students, and external constituencies (e.g., site supervisors of students in clinical courses, employers, graduates, advisory board members; they are informed of the availability of the Executive Summary Report on the CE Program webpage).

This Executive Summary Report is a summary of the comprehensive program assessment conducted in academic year 2021-2022.

## II. Comprehensive Program Assessment Results

### 1. Program Data Summary

#### a. Program Demographics

##### i. Core Faculty in the Counselor Education Program

Faculty Members	Rank	CMHC	SC
Ahmad Washington, Ph.D., NCC. <i>Program Director</i>	Associate Professor		X
Hongryun Woo, Ph.D., NCC. <i>CACREP Liaison</i>	Associate Professor		X
Eileen Estes, Ph.D., LPCA, LPAT-S, ATR-BC. <i>Program Director</i>	Associate Professor	X	
Sarah Tucker, Ph.D., LPCC, Certified School Counselor in Kentucky. <i>Practicum and Internship Coordinator</i>	Clinical Assistant Professor	X	
Melissa Henry, Ph.D., LMHC <sup>1</sup>	Assistant Professor	X	

##### ii. Student Demographics

- **Applicant Data**

The UofL CE program admits students twice per year for the two programs. Applications are reviewed after the March 1 deadline for admission consideration for the fall semester and after the October 1 deadline for admission consideration for the spring semester. As part of the application process, all applicants are evaluated holistically based on their application materials and interview(s).

Summer/Fall 2021 Admission Per Program		
<i>Graduate Program</i>	<i>Applied</i>	<i>Admitted</i>
Clinical Mental Health Counseling	34	33
School Counseling	5	5

Spring 2022 Admission Per Program		
<i>Graduate Program</i>	<i>Applied</i>	<i>Admitted</i>
Clinical Mental Health Counseling	14	13
School Counseling	4	4

<b>Total for 2021-2022</b>	<b>57</b>	<b>55</b>
----------------------------	-----------	-----------

<sup>1</sup> Though the Executive Summary Report covers the period of AY 22, Melissa Henry is a new hire to the program for AY 23, and is included here to show continued faculty diversity efforts.

- **Enrolled Students Data**

Demographic data on UofL CE students enrolled in each of the two programs in 2021-2022 are provided below.

Summary of Profile: Fall 2021 Enrollment									
Program	Gender		Full-time	Part-time	Race/Ethnicity				
	Women	Men			Hispanic	African American	Caucasian/White	Multiracial	Unknown
<b>CMHC (n = 29)</b>	23	6	22	7	4	7	15	0	3
<b>SC (n = 18)</b>	14	4	9	9	0	3	13	1	1
<b>Total (n = 47)</b>	37	10	31	16	4	10	28	1	4

Summary of Profile: Spring 2022 Enrollment									
Program	Gender		Full-time	Part-time	Race/Ethnicity				
	Women	Men			Hispanic	African American	Caucasian/White	Multiracial	Unknown
<b>CMHC (n = 36)</b>	29	7	29	7	2	8	24	0	2
<b>SC (n = 16)</b>	12	4	10	6	0	2	14	0	0
<b>Total (n = 52)</b>	41	11	39	13	2	10	38	0	2

Summary of Profile: Summer 2022 Enrollment									
Program	Gender		Full-time	Part-time	Race/Ethnicity				
	Women	Men			Hispanic	African American	Caucasian/White	Multiracial	Unknown
<b>CMHC (n = 15)</b>	13	2	14	1	0	4	11	0	0
<b>SC (n = 12)</b>	10	2	7	5	0	3	9	0	0
<b>Total (n = 27)</b>	23	4	21	6	0	7	20	0	0

- **Number of Graduates**

The table below shows the number of students who graduated in 2021-2022.

<i>Graduate Program</i>	<i>Fall 2021</i>	<i>Spring 2022</i>	<i>Summer 2022</i>
<b>CMHC</b>	2	5	6
<b>SC</b>	3	1	0
<b>Total</b>	5	6	6

- **Graduates' In-Field Job Placement**

Of the 13 CMHC students who graduated in Academic Year 2021-2022, eight students reported accepting jobs in the following workplaces: Department of Veteran Affairs, Life's Journey Counseling, Trauma Informed Therapies, Bellarmine University Counseling Center, Mandala House, Seven Counties Child and Family South, Bridgehaven, Mindsight Behavioral Group.

Of the 4 SC students who graduated in Academic Year 2021-2022, two students reported accepting school counselor jobs in local high schools, and two students reported that they were continuing their teacher positions.

- **Program Completion Rate**

In Academic Year 2021-2022, the program completion rates were 100% for CMHC (8/8) for full time students.

In Academic Year 2021-2022, the program completion rates were 100% for CMHC (5/5) and 100% SC (4/4) for part time students.

- **Summary Report of National Counselor Exam (NCE) Scores and Licensure/Certification**

In Academic Year 2021-2022, 1 student in CMHC took the NCE (to move from LPCA to LPCC). The student passed the exam.

In Academic Year 2021-2022, 4 students in SC obtained their school counselor certificate.

## 2. Internal Program Evaluation Results Summary

### a. Curriculum Matrix and Overview

- A review of the curriculum matrix showed that all CACREP 2016 standards were covered across CE program courses.

### b. Course Delivery Methods

- In Fall 2021, 47% of CE courses were delivered in-person, and 53% of CE courses were delivered online (due to the pandemic).
- In Spring 2022, 80% of CE courses were delivered in-person, and 20% of CE courses were delivered online.
- In Summer 2022, 50% of CE courses were delivered in-person, and 50% of CE courses were delivered online.

### c. Annual Review Results of Program Objectives

The CE programs maintain systematic procedures for collecting data on student knowledge, skills, and professional dispositions on an annual basis. Student performance data are collected throughout the curriculum.

Student knowledge was assessed primarily by the use of a 4-point scale in assessment rubrics within courses to assess performance in each of the CACREP's eight core areas as shown in the table below.

<b>Assessment Results on CACREP Eight Core Areas</b>	
<b>CACREP Core Area</b>	<b>*Mean (CMHC: <math>n = 40</math>; SC: <math>n = 20</math>)</b>
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>	3.86
2. Social and Cultural Diversity <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Knowledge</li> <li>• Skills</li> </ul>	3.74
3. Human Growth and Development <ul style="list-style-type: none"> <li>• Understanding of theories</li> <li>• Reflection and integration of behavior</li> </ul>	3.74
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>	3.84
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>	3.83
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>	3.67
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>	3.90
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>	3.77
<b>Specialty Area</b>	<b>Mean (CMHC: <math>n = 40</math>; SC: <math>n = 20</math>)</b>
9. Clinical Mental Health Counseling	3.87

<ul style="list-style-type: none"> <li>• Orientation to CMHC</li> <li>• Ethical practice</li> </ul>	
9. School Counseling <ul style="list-style-type: none"> <li>• Orientation to SC</li> <li>• Professional engagement</li> </ul>	4
*Note: 4 was the highest point.	

In addition to adhering to CACREP standards, the CE programs have their own standards for student achievement. The following tables indicate assessment results of student achievement in each of those programmatic and specialty-specific standards. The program objectives reflect CE advisory board's feedback.

<b>Assessment Results on the Evaluation of Program Objectives Common to CMHC &amp; SC</b>	
<b>CE Program (CMHC &amp; SC) Objectives</b>	<b>*Mean (CMHC: <i>n</i> = 40; SC: <i>n</i> = 20)</b>
1. Demonstrate an understanding of theory and research in current professional practice and empirically supported approaches to therapy.	3.48
2. Demonstrate the ability to practice within the scope of their educational expertise and training, while also adhering to the highest possible state and national professional standards, and counseling ethical guidelines.	3.77
3. Demonstrate research, measurement, and evaluation expertise.	3.90
4. Demonstrate personal growth and professional development.	3.16
5. Demonstrate knowledge and understanding of cultural differences, advocacy, and social justice.	3.83
*Note: 4 was the highest point.	

<b>Assessment Results on the Evaluation of CMHC Objectives</b>	
<b>CMHC Objectives</b>	<b>*Mean (<i>n</i> = 40)</b>
1. Students will demonstrate knowledge and skills in the following areas: (1) professional orientation and ethical practice; (2) foundations of the profession; (3) social and cultural diversity; (4) human growth and development; (5) career development; (6) helping relationships including counseling, prevention, education, consultation, and advocacy; (7) group work; (8) assessment; (9) diagnosis; and (10) research and program evaluation.	3.79
2. Through supervised clinical experience, students will demonstrate the ability to perform the services offered in a typical mental health counseling facility (e.g., diagnosis, intake, case conceptualization, individual and group counseling, consultation, and record keeping) through ethical, responsible, and culturally competent practice.	All passed
3. Students will meet the academic and supervised practice requirements of the CACREP for clinical mental health counselors and	3.79

the mental health counseling licensure board in the state in which they intend to be licensed.	
*Note: 4 was the highest point.	

<b>Assessment Results on the Evaluation of SC Objectives</b>	
<b>SC Objectives</b>	<b>*Mean (n = 20)</b>
1. Students will demonstrate knowledge and skills in the following areas: (1) professional orientation and ethical practice; (2) foundations of the profession; (3) social and cultural diversity; (4) human growth and development; (5) career development; (6) helping relationships including counseling, prevention, and wellness; (7) group work; (8) assessment; (9) research and program evaluation; (10) academic development; (11) collaboration, consultation, and advocacy; and (12) leadership.	3.86
2. Through supervised clinical experience, students will demonstrate the ability to perform the counseling and guidance services typically offered in a school setting (e.g., development and implementation of a comprehensive guidance curriculum, individual and group counseling and planning services, school-wide systems support) through ethical, responsible, and culturally competent practice.	3.92
3. Students will meet the academic and supervised practice requirements of CACREP for school counselors and the school counselor certification requirements for the state in which they intend to practice.	4
*Note: 4 was the highest point.	

#### d. Learning Outcomes Evaluation Results

##### i. End of Semester Reports of CACREP Key Performance Indicators (KPIs)

In Academic Year 2021-2022, all 14 KPIs at the first measurement point were evaluated. In general, the mean scores across all KPIs were above '2' (developing) which met the expectation for students who were at their early stage of counselor training. There were no students who received a rating of '1' (insufficient).

In Academic Year 2021-2022, all 14 KPIs at the second measurement point were evaluated. In general, the mean scores across all KPIs were above '3' (target) which met the expectation for students who were at their later stage of counselor training. There were no students who received a rating of '1' (insufficient) or '2' (developing).

<b>Key Performance Indicators</b>
1. Develop self-care strategies appropriate to the counselor role
2. Continuously enhance multicultural counseling competencies in the areas of awareness, knowledge, and skills necessary to address mental health issues of culturally different clients
3. Become knowledgeable of systemic and environmental factors that affect human development, functioning, and behavior

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

## ii. Students Dispositions Evaluations

- In Fall 2021, 47 students were evaluated on their dispositions at the end of the semester. 46 students were recommended to continue their training. For one student, her current academic standing did not allow for continued progress in the program. The aggregated ratings of dispositions did not indicate that program-wide modifications were needed.
- In Spring 2022, 52 students were evaluated on their dispositions at the end of the semester. 50 students were recommended to continue their training. One student withdrew from the CMHC program. One student submitted a request for leave, and the LOA was approved for the Spring 2022 semester. The aggregated ratings of dispositions did not indicate that program-wide modifications were needed.

## 3. External Program Evaluation Results Summary

### a. Current Student Survey Data

Five CE program objectives aforementioned were also assessed by students enrolled in CE programs using the Current Student Survey conducted in Fall 2021. The Current Student Survey focused on students' self-evaluation on their performance in each of the five program objectives. The results of this survey are represented below.

<b>Current Student Survey Results</b>	
<b>Current Students (CMHC, <math>n = 20</math>; SC, <math>n = 13</math>)</b>	<b>%</b>
<b>1. Demonstration of an understanding of theory and research in current professional practice and empirically supported approaches to therapy</b>	
➤ Neither competent nor incompetent	12
➤ Somewhat competent	55

➤ Extremely competent	30
➤ Total %	97
2. Demonstration of the ability to practice within the scope of their educational expertise and training, while also adhering to the highest possible state and national professional standards, and counseling ethical guidelines	
➤ Neither competent nor incompetent	9
➤ Somewhat competent	48
➤ Extremely competent	39
➤ <b>Total %</b>	96
3. Demonstration of research, measurement, and evaluation expertise	
➤ Neither competent nor incompetent	6
➤ Somewhat competent	61
➤ Extremely competent	30
➤ <b>Total %</b>	97
4. Demonstration of personal growth and professional development	
➤ Neither competent nor incompetent	3
➤ Somewhat competent	39
➤ Extremely competent	55
➤ <b>Total %</b>	97
5. Demonstration of knowledge and understanding of cultural differences, advocacy, and social justice	
➤ Neither competent nor incompetent	3
➤ Somewhat competent	45
➤ Extremely competent	48
➤ <b>Total %</b>	96

#### b. Graduate Follow-up Data

Formal follow-up studies of graduates, site supervisors, and employers were completed online in Fall 2021. Results of surveys from graduated students are shown in the table below.

<b>Graduated Students Survey Results</b>	
<b>Program Graduates</b> (CMHC, $n = 5$ ; SC, $n = 4$ )	<b>%</b>
<b>Professional knowledge</b>	
➤ Somewhat adequate	22
➤ Extremely adequate	67
➤ <b>Total %</b>	89
<b>Professional skills</b>	
➤ Somewhat adequate	11
➤ Extremely adequate	78
➤ <b>Total %</b>	89
<b>Professional dispositions</b>	
➤ Somewhat adequate	11
➤ Extremely adequate	78
➤ <b>Total %</b>	89

### c. Employer Survey Data

Results of surveys from employers of graduated students are shown in the table below.

<b>Companion Survey Results</b>	
<b>Employers (n = 5)</b>	<b>%</b>
<b>Professional knowledge</b>	
➤ Somewhat adequate	20
➤ Extremely adequate	60
➤ <b>Total %</b>	80
<b>Professional skills</b>	
➤ Somewhat adequate	20
➤ Extremely adequate	80
➤ <b>Total %</b>	100
<b>Professional dispositions</b>	
➤ Somewhat adequate	20
➤ Extremely adequate	80
➤ <b>Total %</b>	100

## 4. Program Modifications and Action Plans

### a. Evaluation Area - Program Modifications/Action Plans (2022-2023)

<b>Evaluation Areas/Data</b>	<b>Program Modifications/Future Action Plans</b>
Core Faculty	CE hired one core faculty member for the CMHC program. The program will be in the better shape in many areas.
Student Demographics	At the department level, developing strategies for recruiting diverse students has been prioritized as one of the most important agendas to address.
Number of Graduates Each Semester	Will keep monitoring.
Program Completion Rate	Will keep monitoring.
Graduates In-field Job Placement	A request of an alternative email contact besides university email address has been added to the practicum/internship application.
Licensure/Certification	Will keep monitoring.
Curriculum Matrix & Overview	Will keep monitoring.
Course Delivery Methods	In recognition of the current COVID-19 pandemic, the CE program followed university guidelines for teaching and maintained flexibility and capacity to use various course delivery methods (i.e., remote [synchronous], distance education [asynchronous], or in-person) in CE courses.

	In the process of preparing department wide student surveys to identify students' need of more/less online courses.
Annual Review of Students Meeting Program Objectives	Program faculty are revisiting program objectives to make them comprehensive but more concise.
KPIs	Plan to revisit assessment guidelines for non-core faculty in the department.
Student Dispositions	CE Program faculty will continue to discuss student concerns in their monthly program meeting.
Follow-up Surveys	A limitation of the surveys with graduates was the time elapsed since the graduates took courses in the program, which resulted in us having low response rates in the past. Will send a check-in email in the middle of semester.