

**University of Alabama at Birmingham
School of Education, Dept. of Human Studies
Counselor Education Program**

Program Evaluation and Assessment Manual



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“Inspiring change”

UAB Counselor Education Program (CEP)

MISSION

The Counselor Education program at the University of Alabama at Birmingham creates an academically rigorous, student-centered, and supportive environment to help *move* students toward acquiring the knowledge and skills needed for entering the profession as effective school, mental health, and/or family counselors.

VISION

Producing competent and effective professional counselors.

VALUES

We promote the *movement* of individuals toward:

1. **Self-Awareness** –We promote and encourage reflective teaching, practice, and research.
2. **Professional Relationships**– We model caring, supportive, and stimulating relationships for our students that inspire their intellectual curiosity, ethical conduct, and professional excellence.
3. **Excellence** – We practice continuous improvement and innovation through our evidenced-based services, teaching, and research.
4. **Diversity** - We value individual differences and promote a multicultural and sensitive environment, free from discrimination and inequity.
5. **Student-Centered Training**- We train counselors, who can support the development of clients from adolescence through adulthood.
6. **Client-centered Care**- We train students to provide effective, sensitive, and collaborative care, uniquely tailored to the individual needs of clients.
7. **Collaborative Engagement** - We engage with our campus and community partners to support and develop new opportunities for the underserved in Alabama.

Overview

The UAB Counselor Education program is committed toward the ongoing evaluation of program effectiveness and student learning outcomes. The CEP evaluation plan consists of two broad evaluation targets: 1.) Program evaluation; 2.) Student assessment. The *program evaluation* target is based on the following goals:

1. Promote Self Reflection and Lifelong Professional Development
2. Train students to engage in effective clinical practice, leadership, and advocacy.
3. Enhance our reputation as leaders in the counseling profession

The above goals were developed iteratively over a six-month period during the 2016 academic year. These goals were further refined through consensus across the CEP faculty and supportive feedback from Dr. Kristi Meneer (Chairman of the Department of Human Studies) and Dr. Lou Anne Worthington (Associate Dean for the School of Education). To increase engagement, effectiveness, and sustainability, each of the CEP goals were aligned (see Figure 1) to the UAB School of Education (SOE), the Department of Human Studies, and the UAB Community Counseling Clinic (CCC). This alignment was completed to ensure: 1.) A shared vision and mutual cooperation across levels (e.g. Dean, Department Chair, Clinic Director); 2.) Effective communication regarding the utilization of financial resources; 3.) A focused strategic vision, which outlines an attainable and realistic trajectory.



Program Assessment

Program effectiveness is maintained and evaluated by three separate mechanisms including: 1.) The Committee on Program Effectiveness; 2.) Student and Stakeholder Feedback; 3.) The CEP strategic plan. Each of these components are discussed in more detail below

The Committee on Program Effectiveness (COPE)

The committee on program effectiveness (COPE) comprises the core counselor education faculty and was developed to promote open communication, and collaborative dialogue. Since 2012, the CEP faculty has routinely conducted 120-minute, bi-weekly meetings to communicate updates and discuss program- or student-related issues (hereafter referred to as COPE meetings). Our COPE meetings allow faculty to reflect on aspects of the program that work well and those that need improvement. While the specific content varies each week, these meetings routinely address topics such as (but not limited to):

1. Adjunct Hiring and Evaluation
2. Clinical Placement Efforts
3. Marketing Initiatives and Strategic Growth
4. Student Dispositions
5. UAB Community Counseling Clinic Updates
6. Chi Sigma Iota outreach efforts
7. Teaching responsibilities/Course Releases
8. Research/Funding initiatives
9. Policy and Procedure updates

Student and Stakeholder Feedback

Each semester, students have the opportunity to anonymously evaluate all faculty (Core and Adjunct) members, in each of their assigned courses. The UAB School of Education has contracted with the Individual Development and Educational Assessment (IDEA; <http://ideaedu.org/>) center to conduct all faculty evaluations. Upon completion of each semester, the faculty receives a comprehensive report detailing subjective ratings of student learning across key domains relevant to their particular course. In addition, students are also able to provide qualitative, open-ended feedback if they have additional comments that are not adequately captured by the survey items. The department chair reviews all student feedback before disseminating to the faculty. Additionally, the program coordinator who oversees the hiring of adjunct instructors (a designated core faculty member) is responsible for reviewing all student evaluations. Then a summary form containing additional feedback from the CEP faculty is completed and disseminated to instructors. Each semester all practicum and internship students also complete an anonymous survey designed to provide feedback about their site placement. This data is used to provide supplementary data to gauge whether the site is providing the infrastructure needed to the student to successfully reach their learning outcomes and desired professional goals. Lastly, upon graduation students are asked to complete an exit survey regarding their training experience in the CEP program.

Notably feedback is also obtained from 1) exit surveys, and 2) employers of CEP alumni. Summaries of these results are posted on the UAB CEP program webpage. The CEP faculty review these findings annually, and use the results to inform decision-making. For example, these data have been used to: 1.) Improve approachability and responsivity during student advising; 2.) Continue (or discontinue) clinical placement sites; 3.) Add new course material to meet the training needs of employers.

The Coordinator of the follow-up study summarizes the results and program modifications and distributes an official report that documents outcomes of the program evaluation and program modifications to current students, program faculty, institutional administrators, and personnel in cooperating agencies (such as employers and site supervisors).

Student Feedback		
Instrument	When/Frequency	Description
IDEA Survey	1 x's per semester	Student feedback on course instructor
Exit Survey	1 x's immediately upon graduation	Student feedback on their matriculation through the CEP program.
Stakeholder Feedback		
Instrument	When/Frequency	Description
Employer survey	Annually	Feedback regarding the effectiveness of CEP alumni and recommendations for training needs.
Stakeholder Meetings	Every three years	Faculty host face-to-face, round table discussions with community stakeholders to discuss program improvement and effectiveness.

The CEP Strategic Plan

As mentioned above the CEP endeavors to

1. Promote Self Reflection and Lifelong Professional Development
2. Train students to engage in effective clinical practice, leadership, and advocacy.
3. Enhance our reputation as leaders in the counseling profession.

Goal 1: Promote self-reflection and lifelong professional development. The UAB CEP prepares graduates who are trained to engage in reflective practice. For our purposes, reflective practice refers to the ongoing evaluation of one's thoughts, emotions, and behaviors, before, during, and immediately after a clinical encounter. As with any skill, practice and feedback are essential to achieve mastery. In our program, at least 50% of our courses will infuse self-reflective exercises into course assignments. The intent is to stimulate cognitive complexity by teaching students how to identify relevant clinical data, generate multiple hypotheses, and develop cognitive frameworks for how clients are adapting to their environment. Additionally, all CEP students will complete 8 counseling sessions to develop self-monitoring skills and to enhance wellness. The purpose of this goal is to promote continued self-reflection and mental health and while also teaching students the importance for monitoring and modifying intrusive or maladaptive thoughts that may interfere with case conceptualization and the delivery of counseling services.

The CEP faculty regards professional engagement, as an essential practice that promotes unity and ensures our collective history and shared legacy will be transferred to future members. The UAB CEP will require every student to obtain membership with a counseling or related professional association, conduct a literature review or original research study, and present their findings to colleagues at a state, regional, or national conference. The purpose of this goal is to help students directly engage with their professional community directly and begin to establish a foundation for active vs. passive membership. Students are also required to attend 15 hours of professional development training outside of the classroom. This goal helps to instill the importance of ongoing professional development and to expose our students to new and emerging clinical topics.

Goal 1: Promote self-reflection and lifelong professional development

Indicator(s)	Data	When/Frequency
All students will increase their reflective-capacity	At least 50% of our courses will infuse self-reflection exercises as course assignments.	1x's per semester
All students will present at a counseling or related conference.	100% of students will present at a counseling or related conference	Once during their degree program
All students will complete 8 counseling sessions prior to starting internship.	100% of students will complete 8 counseling sessions prior to starting internship.	Once during their degree program
All students will attend 15 hours of professional development training.	100% of students will complete 15 hours of professional development training	Once during their degree program

Goal 2: Train students to engage in effective clinical practice, leadership, and advocacy. The UAB CEP believes that one's professional image is given by a set of characteristics encompassing emotional intelligence, clinical competence, ethical decision-making, a commitment toward advocacy, and basic leadership skills. These domains are essential for ensuring that the community, other disciplines, and regulatory bodies have confidence in the efficacy and safety of our services. Professional dispositions are measured using the CEP Professional Dispositions Evaluation (CEP-PDE; see Appendix I). The CEP-PDE is completed each semester on every student enrolled in our program. Students are evaluated across the following domains: ethics, attire/hygiene, interpersonal skills, emotional regulation, multicultural sensitivity and awareness, ability to implement and receive feedback, and personal responsibility. The CEP faculty developed this tool as a sensitive measure to aid in the early identification of students who may possess subtle or intermittent behavioral characteristics that may become a liability during clinical practice or within professional work settings. The CEP-PDE also helps faculty to collectively operationalize and communicate our expectations for professional behavior to CEP students. For instance, any student who receives a score of 1 (does not meet) on any domain will receive a dispositional letter from the CEP faculty.

Additionally, clinical competence is partly measured by the Counseling Competencies Scale (CCS; Appendix II). The CCS is administered during practicum II, internship I, and internship II. The CCS measures students along three higher order domains including Primary Counseling Skills, Professional Dispositions, and Professional Behaviors. The CCS allows the CEP faculty to systematically evaluate how students apply the knowledge and skills they have acquired during the program. This instrument was selected from the professional counseling literature given its comprehensive scope and ability for tapping various aspects of CACREP's core competencies (e.g. primary counseling skills [counseling and helping relationships, assessment and testing], professional dispositions [professional counseling orientation and ethical practice, human growth and development, counseling and helping relationships], professional behaviors [professional counseling orientation and ethical practice, human growth and development, assessment and testing, and research and program evaluation]). Lastly, specialized knowledge and skills are also evaluated using the CACREP Accreditation Standards and the Counselor Preparation Comprehensive Exam (CPCE). This process is presented in more detail below.

Goal 2: Train students to engage in effective clinical practice, leadership, and advocacy.

Indicator(s)	Data	When/Frequency
Students will demonstrate professional dispositions and behaviors	<ul style="list-style-type: none"> • CEP Professional Dispositions Evaluation (CEP-PDE) • Counseling Competencies Scale (CCS) 	1x's per semester 2x's per semester (Prac./internship)
Specialized knowledge and clinical skills	<ul style="list-style-type: none"> • Counselor Preparation Comprehensive Exam (CPCE) • CACREP accreditation standards • CCS 	1x's prior to practicum II 1x's per semester 2x's per semester (Prac./internship)
Compassionate Care and Ethical Decision Making	<ul style="list-style-type: none"> • CEP-PDE • CCS 	1x's per semester 2x's per semester (Prac./internship)
Students will demonstrate basic leadership and advocacy skills.	<ul style="list-style-type: none"> • CEP-PDE 	1x's per semester

Goal 3: Enhance our reputation as leaders in the counseling profession. The CEP program faculty seeks a national and international reputation as leaders in the counseling profession. To accomplish this goal program faculty will seek out leadership positions and increase the number of grant submissions, peer reviewed publications, and data-driven clinical studies. The CEP faculty also wishes to enhance our research mentorship by increasing our collaborations with counseling students. The purpose of this goal is to increase our presence in shaping the trajectory of the counseling profession. Through increased leadership efforts and contributions to the profession, the CEP faculty endeavor to promote innovative teaching, transformational research, and cutting edge clinical service. Such efforts also model our values of professional engagement and leadership for our students and future leaders.

Goal 3: Enhance our reputation as leaders in the counseling profession

Indicator(s)	Data	When/Frequency
Faculty will secure appointments in state, regional, national, or international organizations.	60% of the faculty will hold leadership positions in professional counseling organizations by 2018.	Ongoing
External grant submissions.	The CEP will submit at least 2 external grant submissions (independently or as a group).	Annually
The number of peer-reviewed publications.	Each CEP Faculty member will each submit at least 2 peer-reviewed publications.	Annually
The number of national and/or international conferences (presentation).	Each CEP Faculty member will present at least 2 national conference presentations.	Annually
The number of publications using data from the UAB CCC	The CEP will submit at least 2 peer-reviewed publications using data from the clinic (independently or as a group).	Biennially
Student participation in faculty-led research projects.	At least 3 graduate counseling students will participate on faculty-led research projects	Annually

Student Assessment

As referenced in goal 2 (listed above), the CEP program prepares students who engage in effective clinical practice, leadership, and advocacy. To measure whether students are successfully acquiring the requisite knowledge and skills necessary for being an effective counselor, the CEP faculty has designed a comprehensive assessment protocol. All data from coursework will be collected via Canvas Learning Management Software (<https://www.canvaslms.com/>). The CEP faculty has collaboratively identified key assessments for each course and has developed scoring rubrics that will be automatically imported into the course shell at the beginning of each academic term. Course instructors (e.g. core faculty, part-time faculty, or adjunct faculty) are not granted the required permissions to modify either key assessments or scoring rubrics. This methodology allows consistency in the curriculum even if the instructor of record varies across semesters. All grading of key assessments will be completed in Canvas. Each year data will be disaggregated from the existing database and compiled into an annual report. The annual report will be used to inform modifications and/or enhancements to the current curriculum. Notably, one exception to this collection plan must also be considered. Domain scores on the CPCE (administered prior to beginning clinical coursework) are also collected and analyzed. However, CPCE scores are received by the Center for Credentialing and Education. Such data is received, aggregated, and analyzed by a designated faculty member, before being integrated into the annual report. Below is a diagram outlining the general data collection scheme.



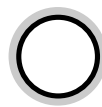
Time 1: Entry Level Standards

Data collected via key assessments (with associated scoring rubrics) using Canvas LMS



Time 2: CPCE

Data collected via domain scores provided by the Center for Credentialing and Education.



Time 3: Specialty Standards

Data collected via key assessments (with associated scoring rubrics) using Canvas LMS

Key Performance Indicators

The following tables outline the key performance indicators selected by the CEP faculty for each core and specialty area courses.

Prefix	Course Title	Key Assessment(s)
EPR 590	Research and Program Evaluation in Counseling	1.) Research Proposal
ECG 600	Introduction to Community Counseling	1.) Mental Health Intervention Proposal
ECG 612	Professional Orientation	1.) Exam
EPR 614	Lifespan and Human Development	1.) Exam
ECG 619	Special Issues for School Counselors	?
ECG 620	Foundations of School Counseling	1.) Exam
ECG 621	Theories of Individual Counseling	1.) Personal Theory Integration Paper
ECG 623	Comprehensive Counseling and Guidance: Middle /High School	1.) Audit
ECG 624	Assessment	1.) Group Presentation 2.) Assessment Critiques
ECG 626	Group Counseling: Process and Procedures	1.) Group Intervention Paper
ECG 627	Comprehensive Counseling and Guidance: Elementary School	1.) Project? 2.) Exam
ECG 628	Social and Cultural Diversity	1.) Group Presentation
ECG 630	Career Development: Vocational and Life Planning	1.) Assessment and Tx Plan
ECG 652	Advanced Counseling Techniques	1.) Critical Review Paper
ECG 653	Counseling Children and Adolescents	1.) Counseling Intervention Plan
ECG 680	The Intersections of Family and Community Systems	1.) Exam
ECG 689	Advanced Family Counseling Techniques	1.) Family/Couple Treatment Plan Paper
ECG 691	Introduction to Couples and Family Counseling	1.) Create a Family Paper
ECG 695	Practicum II: Supervised Field Experience	1.) CCS
ECG 697	Internship (I and II)	1.) CCS

EPR: Educational Psychology & Research; ECG: Educational Counseling and Guidance (or Counselor Education); Tx: Treatment; CCS: Counselor Competencies Scale; N/A: Not Applicable; ENTRY: CACREP Entry Level Standards; CMHC: CACREP Clinical Mental Health Counseling Standards; SC: CACREP School Counseling Standard; MCFC: CACREP Marriage, Couples, and Family Counseling Standard.

Entry Level Standards: Assessment Plan and Timeline

1. Professional Orientation and Ethical Practice		
Time 1 Indicator	Time 2 Indicator	Time 3 Indicator
Exam (ECG 612; See Syllabus)	CPCE (Upon completion of Core Curriculum)	CCS (ECG 695/ECG 697; See Syllabus)
2. Social and Cultural Diversity		
Time 1 Indicator	Time 2 Indicator	Time 3 Indicator
Group presentation (ECG 628; See Syllabus)	CPCE (Upon completion of Core Curriculum)	CCS (ECG 695/ECG 697; See Syllabus)
3. Human Growth and Development		
Time 1 Indicator	Time 2 Indicator	Time 3 Indicator
Exam (EPR 614; See Syllabus)	CPCE (Upon completion of Core Curriculum)	CCS (ECG 695/ECG 697; See Syllabus)
4. Career Development		
Time 1 Indicator	Time 2 Indicator	Time 3 Indicator
Assessment and Treatment Plan (ECG 630; See Syllabus)	CPCE (Upon completion of Core Curriculum)	CCS (ECG 695/ECG 697; See Syllabus)
5. Counseling and Helping Relationships		
Time 1 Indicator	Time 2 Indicator	Time 3 Indicator
Personal Theory Integration Paper (ECG 621; See Syllabus)	CPCE (Upon completion of Core Curriculum)	CCS (ECG 695/ECG 697; See Syllabus)
6. Group Counseling and Group Work		
Time 1 Indicator	Time 2 Indicator	Time 3 Indicator
Group Proposal (ECG 626; See Syllabus)	CPCE (Upon completion of Core Curriculum)	CCS (ECG 695/ECG 697; See Syllabus)
7. Assessment and Testing		
Time 1 Indicator	Time 2 Indicator	Time 3 Indicator
Group Presentation (ECG 624; See Syllabus)	CPCE (Upon completion of Core Curriculum)	CCS (ECG 695/ECG 697; See Syllabus)
8. Research and Program Evaluation		
Time 1 Indicator	Time 2 Indicator	Time 3 Indicator
EPR 590 (ECG 590; See Syllabus)	CPCE (Upon completion of Core Curriculum)	--

Clinical Mental Health Specialty Standards: Assessment Plan and Timeline

CMHC		
Time 1 Indicator	Time 2 Indicator	Time 3 Indicator
Exam (ECG 612; See Syllabus)	Mental Health Intervention Proposal (ECG 600; See Syllabus)	CCS (ECG 695/697; See Syllabus)
Theory Integration Paper (ECG 621; See Syllabus)	Critical Review Paper (ECG 652; See Syllabus)	--

Marriage, Couples, and Family Counseling Specialty Standards: Assessment Plan and Timeline

MCFC		
Time 1 Indicator	Time 2 Indicator	Time 3 Indicator
Exam (ECG 612; See Syllabus)	Family/Couple Treatment Plan Paper (ECG 689; See Syllabus)	CCS (ECG 697)
	Create a family paper (ECG 691; See Syllabus)	

School Counseling Specialty Standards: Assessment Plan and Timeline

SC		
Time 1: Indicator	Time 2: Indicator	Time 3: Indicator
Audi (ECG 623; See Syllabus)	Project (ECG 627; ECG 623; See Syllabi)	Praxis Exam (Upon completion of core coursework)
Exam (ECG 620; See Syllabus)	Counseling Intervention Plan (ECG 653; See Syllabus)	Site supervisor evaluation (ECG 697 A/B; see syllabus)
Audit (ECG 623; See Syllabus)	Exam (ECG 680; See Syllabus)	
Assessment Critiques (ECG 624; See Syllabus)		