

Auburn University Counselor Education Program Outcomes
Fall 2024 – Summer 2025 (CACREP 2.F.3)
(most recent academic year unless noted otherwise)

Graduate Outcomes 2024-2025 (CACREP 2.E.2)

Program	Number of Graduates	Completion Rates*	Exam Pass Rates with Benchmarks (BM)**	Employment Rates/Doctoral Admission***
Clinical Mental Health Counseling (CMHC)	28	100%	NCE: 88% BM: 80%	92% Employed 4% (1 student) Applied and is currently enrolled in a doctoral program 4% (1 student) reported taking a year off before pursuing employment
School Counseling (SC)	9	100%	NCE: 89% BM: 80% Praxis: 100% BM: 80%	100% Employed No students reported pursuing doctoral program admission
Clinical Rehabilitation Counseling (CRC)	2	100%	No Graduates took the NCE CRC: 100% BM: 60%	100% Employed No students reported pursuing doctoral program admission
Counselor Education – Doctoral	5	100%	N/A	100% Employed

***Completion rates:** Completion rate benchmark for our Master's programs is 2 years for full-time and 3 years for part-time. Doctoral completion benchmark is 4 years.

** **Exam Pass Rates:** Students in the Clinical Rehabilitation Counseling program complete the CRC. Students in the Clinical Mental Health Counseling and School Counseling program complete the NCE and provide the program their results. Students in the School Counseling program are also required (Alabama Dept Of Education) to complete the **School Counseling portion of the Praxis exam**.

*** **Employment Data/Doctoral Admissions:** The program tracks data for students who have been employed within 6 months -12 months of graduation, and for Master's programs students accepted/enrolled into Doctoral programs after graduation. Doctoral program data also designates type of position noting that graduates may hold more than one of these positions.

Entry-Level Programs (CMHC, CRC, SC) – Student Individual Learning Assessment Indicators 2024-2025 (CACREP 2.C.1, 2.E.1.a)

Minimum Benchmark Thresholds

The minimum threshold for outcome success is 80% of students meeting or exceeding the minimum outcome benchmark for all Key Performance Indicators.

Entry-Level Key Performance Indicators

1. Understands ethical and legal standards relevant to professional counseling (CACREP 3.A.).
2. Demonstrates awareness and skills necessary for culturally sustaining practice (CACREP 3.B.).
3. Demonstrates knowledge of theories and counseling practices related to lifespan development (CACREP 3.C.).
4. Demonstrates knowledge related to career theories and counseling practice (CACREP 3.D.).
5. Demonstrates knowledge and skills needed for facilitating counseling relationships (CACREP 3.E.)
6. Demonstrates knowledge and skills needed to conduct group counseling and group work (CACREP 3.F.).
7. Demonstrates knowledge and skills related to assessment and diagnostic processes in counseling (CACREP 3.G.).
8. Demonstrates knowledge of program evaluation and use of research within counseling (CACREP 3.H.).

Specialty Area – Key Performance Indicators

Clinical Rehabilitation Counseling: Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Rehabilitation Counseling. (CACREP 5.D)

Clinical Mental Health Counseling: Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Mental Health Counseling. (CACREP 5.C)

School Counseling: Demonstrates skills and knowledge necessary to engage in competent counseling practice in School Counseling. (CACREP 5.H)

CACREP 3.A. Understands ethical and legal standards relevant to professional counseling				
Key Performance Indicator	Timing of Review*	Assessment**	Minimum Outcome Benchmark	Outcomes
COUN 7400 Orientation to the Profession of Counseling: Ethical and Legal Case Study Group Project	1 st year Fall Semester	COUN 7400 Ethical Case Study Group Project Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7910 Practicum: Site & University Supervisor Final Evaluation	2 nd year Fall Semester	COUN 7910 Final Practicum Evaluation – Ethics Section: Site Supervisor & Individual University	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
CACREP 3.B. Demonstrates awareness and skills necessary for culturally sustaining practice.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 7330 Counseling Diverse Populations: Cultural Interview	1 st year Spring Semester	COUN 7330 Cultural Interview Rubric: Faculty Instructor	Meets Expectations	100% CMHC and SC Met or Exceeded Minimum Benchmarks 100% CRC students (in-person) Met or Exceeded Minimum Benchmarks 91% of CRC Students (online) Met or Exceeded Minimum Benchmarks
COUN 7250 Adv. Assessment and	1 st year	COUN 7250 Cultural Bias in	Meets Expectations	100% Met or Exceeded

Diagnosis in Counseling: Cultural Bias in Diagnosis Case Conceptualization	Spring Semester: SC, CMHC 1 st year Summer Semester: CRC	Diagnosis Case Conceptualization Rubric: Faculty Instructor		Minimum Benchmarks across programs and delivery types
COUN 7920 Internship: Site Supervisor Final Evaluation	2nd year Spring Semester	COUN 7920 Internship Final Evaluation: Culturally Sustaining Practice Section: Site Supervisor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
CACREP 3.C. Demonstrates knowledge of theories and counseling practices related to lifespan development.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 7310 Lifespan Development: Developmental Theory Paper	1 st year Summer Semester: SC/CMHC 2 nd year Summer Semester: CRC	COUN 7310 Lifespan Developmental Theory Paper Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7240 Counseling Children and Adolescents: Case Conceptualization Project	2 nd year Fall Semester SC, CMHC	COUN 7240 Child and Adolescent Paper Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types

COUN 7950 Emerging Adulthood & Transition: Emerging Adulthood Interview Paper	1st year Spring Semester CRC	COUN 7950 Emerging Adulthood Paper Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
CACREP 3.D. Demonstrates knowledge related to career theories and counseling practice.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 7230 Career Development and Vocational Appraisal: Career Counseling Theory Self-Assessment	2nd Year Fall Semester CMHC, SC	COUN 7230 Career Theory Self-Assessment Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7360 Advanced Counseling Practice: Career Counseling Assessment Project	2nd year Spring Semester CMHC	COUN 7360 Career Counseling Assessment Project Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7460 Leadership and Advocacy for School Counselors: College and Career Readiness Project	2 nd year Spring Semester SC	COUN 7460 College and Career Readiness Project Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7110 Occupational, Career and Placement Services: Vocational Profile	1 st year Summer Semester CRC	COUN 7110 Vocational Profile Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types

COUN7520 Intro. to Rehabilitation and Case Management in Rehabilitation Counseling: Case Analysis Study-IPE Development	1 st year Fall Semester CRC	COUN 7520 Case Analysis-IPE Development Assignment Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
CACREP 3.E. Demonstrates knowledge and skills needed for facilitating counseling relationships.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 7350 Introduction to Counseling Practice (Skills): Session D – Final Practice Session	1 st year Spring Semester	COUN 7350: Session D – Final Practice Demonstration Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7320 Counseling Theory: Theories Intervention Group Project & Presentation	1 st year Fall Semester	COUN 7320: Counseling Theories Group Project & Presentation Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7910 Practicum: Individual and Site Supervisor Final Evaluation	2 nd year Fall Semester	COUN 7910: Individual University & Site Supervisor Final Evaluation: Counseling Skills and Knowledge Section: Site Supervisor and Individual University Supervisor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
CACREP 3.F. Demonstrates knowledge and skills needed to conduct group counseling and group work.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes

COUN 7340 Group Counseling: Counseling Leadership Plan and Facilitation	1 st year Spring Semester CMHC, SC 1 st year Spring Semester CRC	COUN 7340: Counseling Leadership Plan and Facilitation Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7920 Internship: School Counseling Group Plan	2 nd year Spring Semester SC	COUN 7920: Internship (SC): Group Plan Rubric: Group Supervisor (Faculty Instructor)	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7920 Internship: Group Leadership & Group Evaluation Assignment (CMHC, CRC)	2 nd year Spring Semester CRC, CMHC	COUN 7920: Internship (CRC, CMHC) Group Leadership & Group Evaluation Assignment Rubric: Group Supervisor (Faculty Instructor)	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
CACREP 3.G. Demonstrates knowledge and skills related to assessment and diagnostic processes in counseling.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 7250 Adv. Assessment and Diagnosis in Counseling: Final Case Study Assignment	1 st year Spring Semester SC, CMHC 1 st year Summer Semester CRC	COUN 7250: Final Case Study Assignment Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types

COUN 7200: Intro to Measurement and Assessment: Interpretation Role Play	1 st year – Summer SC/CMHC	COUN 7200: Assessment Role Play Rubric: Faculty Instructor	Meets Expectations (across 3 role-play sessions)	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7130 Vocational Evaluation: Vocational Evaluation Assignment	1 st year Spring Semester: CRC	COUN 7130: Vocational Evaluation Course Assignment Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7920 Internship: Site Supervisor Final Evaluation	2 nd year Spring Semester	COUN 7920: Internship: Final Site Supervisor Evaluation: Skills and Knowledge Section	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
CACREP 3.H. Demonstrates knowledge of program evaluation and use of research within counseling.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
ERMA 7200 Basic Methods in Educational Research: Research Proposal	1 st year Fall Semester SC, CMHC 2 nd year Fall Semester CRC	ERMA 7200: Research Proposal Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7910 Practicum: Case Presentation: Application of Counseling and Research Skills (CMHC, SC)	2 nd year Fall Semester CMHC	COUN 7910: Oral Case Conceptualization Summary Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types

COUN 7910 Practicum: Classroom Guidance Instruction (SC)	2 nd year Fall Semester SC	COUN 7910: Classroom Guidance Instruction Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7110 – Research Article Presentation (CRC)	1 st year Summer Semester CRC	COUN 7110: Research Article Presentation Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs and delivery types
CACREP 5.C. - Clinical Mental Health Counseling: Demonstrates skills and knowledge necessary to engage in Clinical Mental Health Counseling.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 7410 Orientation to Clinical Mental Health Counseling: Human Service Organization Review Project	1 st year Fall Semester	COUN 7410: Human Service Organization Review Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across delivery types
COUN 7920 Internship: Site Supervisor Final Evaluation	2 nd year Spring semester	COUN 7920: Site Supervisor Final Evaluation- CMHC section: Site Supervisor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across delivery types
CACREP 5.D. – Clinical Rehabilitation Counseling: Demonstrates skills and knowledge necessary to engage in Clinical Rehabilitation Counseling				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 7520 - Introduction to Rehabilitation and Case Mgt. in Rehabilitation Counseling: Case Analysis Study –	1 st year Fall Semester	COUN 7520: Case Analysis Study - Information Processing Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across delivery types

Information Processing				
COUN 7920 Internship: Site Supervisor Final Evaluation	2 nd year Spring Semester	COUN 7920 Site Supervisor Final Evaluation: CRC Section	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across delivery types
CACREP 5.H. – School Counseling: Demonstrates skills and knowledge necessary to engage in School Counseling.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 7420 - Orientation to School Counseling: Professional School Counselor Interview & Career Goal	1 st year Fall Semester	COUN 7420: Professional School Counselor Interview & Career Goal Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across delivery types
COUN 7920 Internship: Site Supervisor Final Evaluation	2 nd year Spring Semester	COUN 7920: Site Supervisor Final Evaluation-SC section: Site Supervisor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across delivery types

Please note:

*Unless noted, **Timing of Review** refers to all programs. Designated when the assessment time frame or assessment differs by program CRC (Clinical Rehabilitation Counseling, CMHC (Clinical Mental Health Counseling) SC (School Counseling).

Unless noted all assessments are completed in **Tevera

Doctoral Program– Student Individual Learning Assessment Indicators 2024-2025 (CACREP 2.C.1, 2.E.1.b)

Minimum Benchmark Thresholds

The minimum threshold for outcome success is 80% of students meeting or exceeding the minimum outcome benchmark for all Key Performance Indicators.

Doctoral Key Performance Indicators

1. Demonstrates ethical application of knowledge and skills utilizing evidence-based and culturally sustaining counseling practice (6.B.1.)
2. Demonstrates knowledge and skills for effective and culturally sustaining counseling supervision practice (6.B.2).
3. Applies knowledge and skills to engage in culturally sustaining and effective pedagogy in counselor education (6.B.3).
4. Demonstrates knowledge and skills necessary to engage in research and scholarship in counselor education and counseling practice (6.B.4).
5. Demonstrates effective engagement in advocacy and leadership in counselor education (6.B.5.).

CACREP 6.B.1. Demonstrates ethical application of knowledge and skills utilizing evidence-based and culturally sustaining counseling practice.				
Key Performance Indicator	Timing of Review	Assessment*	Minimum Outcome Benchmark	Outcomes
COUN 8910 Advanced Counseling Practicum: Site Supervisor Final Evaluation	1 st year	COUN 8910 Site Supervisor Final Evaluation: Site Supervisor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks
COUN 8620 Advanced Theories: Advanced Theories – Counseling Theory Conceptualization and Application Module	1 st year	COUN 8260 Advanced Theories – Counseling Theory Conceptualization and Application Module Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks
CED Doctoral Portfolio: Counseling Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Counseling Section: CED Doctoral Program Faculty	Competent	86% Met or Exceeded Minimum Benchmarks

CACREP 6.B.2 Demonstrates knowledge and skills for effective and culturally sustaining counseling supervision practice.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 8540 Counseling Supervision Theories and Practices: Clinical Supervision Model assignment	1 st year	COUN 8540 Clinical Supervision Model Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks
COUN 8910 Practicum - Supervision: Final Individual University Supervisor Evaluation	2 nd year	COUN 8910 Practicum - Supervision: Final Individual University Supervisor Evaluation: University Supervisor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks
Doctoral Portfolio: Supervision Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Supervision Section: CED Doctoral Program Faculty	Competent	86% Met or Exceeded Minimum Benchmarks
CACREP 6.B.3. Applies knowledge and skills to engage in culturally sustaining and effective pedagogy in counselor education.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 8550 Counselor Education Pedagogy: Teaching Demonstration	1 st year	COUN 8550 Final Teaching Demonstration Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks
COUN 8910 Practicum – Teaching Demonstration	2 nd year	COUN 8910 Final Teaching Practicum Demonstration Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks

CED Doctoral Portfolio -Teaching Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Teaching Section: CED Doctoral Program Faculty	Competent	86% Met or Exceeded Minimum Benchmarks
CACREP 6.B.4. Demonstrates knowledge and skills necessary to engage in research and scholarship in counselor education and counseling practice.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 8300 Research Design and Counselor Education: Research Design Proposal	1 st year	COUN 8300 Research Design Proposal: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks
COUN 8910 Research Practicum: Research Module	2 nd year	COUN 8910 Research Module Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks
Doctoral Portfolio- Research Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Research Section: CED Doctoral Program Faculty	Competent	86% Met or Exceeded Minimum Benchmarks
CACREP 6.B.5. Demonstrates effective engagement in advocacy and leadership in counselor education.				
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmark	Outcomes
COUN 8510 Contemporary Issues – Professional Development Plan	1 st year	COUN 8510 Professional Development Plan Rubric: Faculty Instructor	Meets Expectations	100% Met or Exceeded Minimum Benchmarks
Doctoral Portfolio- Leadership and Advocacy Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Leadership Section: CED Doctoral Program Faculty	Competent	86% Met or Exceeded Minimum Benchmarks

Please note: *Unless noted all assessments are completed in Tevera

Counselor Education Entry-Level Programs (CMHC, CRC, SC) Annual

Review of Students 2024-2025:

Professional Dispositions (CACREP 2.C.2, 2.E.1.c)

Minimum Benchmark Thresholds

The minimum threshold for outcome success is 80% of students meeting or exceeding “Target” rating for all dispositions.

Professional Dispositions: Demonstrates Academic and Professional Behavior	Unsatisfactory		Developing		Target		Exceeds Target		Benchmark Attained	
	1 st Year	2 nd Year	1 st Year	2 nd Year						
Appropriate Professional Dress					88%	57%	12%	43%	Yes	Yes
Attends to and completes academic and professional responsibilities in a timely manner	2%		7%	5%	78%	43%	13%	52%	Yes	Yes
Appropriately uses technology (cell phones, computers)	2%				85%	57%	13%	43%	Yes	Yes
Appropriate behavior in class			4%	3%	83%	52%	13%	45%	Yes	Yes
Academic and professional honesty					86%	57%	13%	43%	Yes	Yes
Demonstrates ethical behavior and practice			10%		78%	57%	12%	43%	Yes	Yes
Protects confidentiality			24%		64%	57%	12%	43%	No	Yes
Follows school and agency policies	2%		2%		83%	57%	13%	43%	Yes	Yes
Professional Dispositions: Demonstrates Respect for Individual and Group Differences	Unsatisfactory		Developing		Target		Exceeds Target		Benchmark Attained	
	1 st Year	2 nd Year	1 st Year	2 nd Year						
Demonstrates cultural awareness and sensitivity			15%		73%	55%	12%	45%	Yes	Yes
Honors student and client differences			8%		80%	55%	12%	45%	Yes	Yes
Is able to collaborate and work with peers			2%	3%	83%	40%	15%	57%	Yes	Yes
Establishes and maintains positive rapport with peers			2%	3%	83%	38%	15%	59%	Yes	Yes
Communication with peers is appropriate			2%		83%	45%	15%	55%	Yes	Yes
Establishes and maintains positive rapport with faculty and other professionals			2%		83%	45%	15%	55%	Yes	Yes
Communication with faculty and other professionals is appropriate	3%		2%		81%	43%	14%	57%	Yes	Yes
Professional Dispositions: Demonstrates Reflective Practice and Behavior	Unsatisfactory		Developing		Target		Exceeds Target		Benchmark Attained	
	1 st Year	2 nd Year	1 st Year	2 nd Year						
Is receptive to feedback			4%		81%	52%	15%	48%	Yes	Yes
Is able to reflect on performance			2%		85%	57%	13%	43%	Yes	Yes
Demonstrates self-awareness			5%		83%	52%	12%	48%	Yes	Yes

Able to integrate and apply feedback			2%		86%	52%	12%	48%	Yes	Yes
Demonstrates ability to engage in professional development			15%	3%	73%	52%	12%	45%	Yes	Yes
Demonstrates ability to engage in academic development			5%		83%	55%	12%	45%	Yes	Yes
Awareness of the impact of their behavior on others			2%		86%	57%	12%	43%	Yes	Yes

Engagement in Professional Development Activities

- **Honors**
 - 89% of those reporting honors indicated that they were inducted (Spring 2024) or to be inducted into Chi Sigma Iota in the Spring semester (2025).
- **Professional Development Activities:**
 - 18% of students reported engagement in professional development activities primarily attending conferences/workshops/training
 - 14% of students reported engagement or membership in professional organizations: ACA most frequently reported.
 - 8% of students reported engagement in research activities.
 - 8% of students report engagement in professional leadership activities.
 - 15% of students report engaging in professional and community advocacy.

Counselor Education Doctoral Program Annual Review of Students: Professional Dispositions 2024-2025 (CACREP 2.C.2, 2.E.1.d)

Minimum Benchmark Thresholds

The minimum threshold for outcome success is 80% of students meeting or exceeding “Target” rating for all dispositions.

Professional Dispositions: Demonstrates Academic and Professional Behavior	Developing Yr. in Prgm.			Target Yr. in Prgm.			Exceeds Target Yr. in Prgm.			Benchmark Attained		
	1 st	2 nd	3+	1 st	2 nd	3+	1 st	2 nd	3+	1 st Year	2 nd Year	3+ Year
Appropriate Professional Dress				100%	50%	75%		50%	25%	Yes	Yes	Yes
Attends to and completes academic and professional responsibilities in a timely manner		17%		67%	33%	50%	33%	50%	50%	Yes	Yes	Yes
Appropriately uses technology (cell phones, computers)				100%	67%	63%		33%	37%	Yes	Yes	Yes
Appropriate behavior in class				100%	67%	50%		33%	50%	Yes	Yes	Yes
Academic and professional honesty				100%	67%	50%		33%	50%	Yes	Yes	Yes
Demonstrates ethical behavior and practice				100%	67%	50%		33%	50%	Yes	Yes	Yes
Protects confidentiality				100%	67%	63%		33%	37%	Yes	Yes	Yes
Follows school and agency policies				100%	67%	63%		33%	37%	Yes	Yes	Yes
Professional Dispositions: Demonstrates Respect for Individual and Group Differences	1 st	2 nd	3+	1 st	2 nd	3+	1 st	2 nd	3+	1 st Year	2 nd Year	3+ Year
Demonstrates cultural awareness and sensitivity				100%	67%	37%		33%	63%	Yes	Yes	Yes
Honors student and client differences				100%	67%	37%		33%	63%	Yes	Yes	Yes
Is able to collaborate and work with peers				100%	67%	37%		33%	63%	Yes	Yes	Yes
Establishes and maintains positive rapport with peers				100%	67%	37%		33%	63%	Yes	Yes	Yes
Communication with peers is appropriate				100%	67%	37%		33%	63%	Yes	Yes	Yes
Establishes and maintains positive rapport with faculty and other professionals				100%	50%	37%		50%	63%	Yes	Yes	Yes
Communication with faculty and other professionals is appropriate				100%	50%	37%		50%	63%	Yes	Yes	Yes
Professional Dispositions: Demonstrates Reflective Practice and Behavior	1 st	2 nd	3+	1 st	2 nd	3+	1 st	2 nd	3+	1 st Year	2 nd Year	3+ Year
Is receptive to feedback	33%			67%	67%	50%		33%	50%	No	Yes	Yes

Ability to reflect on performance		17%		100%	50%	50%		33%	50%	Yes	Yes	Yes
Demonstrates self-awareness				100%	67%	50%		33%	50%	Yes	Yes	Yes
Able to integrate and apply feedback		17%		100%	50%	37%		33%	63%	Yes	Yes	Yes
Demonstrates ability to engage in professional development		17%		33%	33%	25%	67%	50%	75%	Yes	Yes	Yes
Demonstrates ability to engage in academic development				100%	50%	37%		50%	63%	Yes	Yes	Yes
Awareness of the impact of their behavior on others	33%	17%		67%	50%	37%		33%	63%	No	Yes	Yes

Engagement in Professional Development Activities

- **Honors**
 - 39% of CED students reported academic or professional honors or recognitions including:
 - SERC SEED grant, scholarship awards, outstanding student awards, professional practice honors/spotlight, and recognition for professional and organizational leadership
- **Professional Development Activities:**
 - 83% of CED students reported engagement in professional development activities primarily attending conferences/workshops/training.
- **Professional Advocacy**
 - 50% of CED students reported professional advocacy experience including primarily through professional service committees and events, community outreach, mentorship, and direct service efforts.
- **Research and Scholarship**
 - 28% of CED students submitted research manuscripts for publication.
 - 50% of CED students presented research at conferences.
- **Professional Leadership**
 - 56% of CED students reported professional leadership roles primarily as officers or members of professional organization committees or chapters/divisions.

Fieldwork Placement 2024-2025 (CACREP 2.E.4)

Program	Benchmark	Placement Rate
Clinical Mental Health Counseling (CMHC) On-Campus	80%	100%
Clinical Mental Health Counseling (CMHC) Online	80%	100%
School Counseling On-Campus	80%	100%
School Counseling Online	80%	100%
Clinical Rehabilitation Counseling (CRC) On-Campus	80%	100%
Clinical Rehabilitation Counseling (CRC) Online	80%	100%
Counselor Education – Doctoral	80%	100%

Program Objectives: Academic Quality Indicator Areas 2024-2025 (CACREP 2.D.1)

Clinical Rehabilitation Counseling, School Counseling, Clinical Mental Health Counseling

Minimum Benchmark Thresholds

The minimum threshold for outcome success is 80% of students meeting or exceeding “Target” rating for all dispositions.

Professional Skills and Knowledge Competency Areas	Unsatisfactory		Developing		Target		Exceeds Target		Benchmark Attained	
	1 st Year	2 nd Year	1 st Year*	2 nd Year						
Objective 1 Students will demonstrate knowledge, awareness, and skills necessary for competent and ethical professional practice										
Demonstrates skills and competencies necessary to work with students, clients, and consumers within a diverse society.			66%		24%	50%	10%	50%	No	Yes
Knowledge of ethical and legal professional standards			35%	3%	55%	45%	10%	42%	No	Yes
Objective 2 Students will demonstrate the skills, knowledge, and awareness to work within a diverse, multicultural, and global society										
Demonstrates engagement in professional social justice and advocacy			60%	7%	31%	45%	9%	48%	No	Yes
Knowledge of multicultural characteristics within diverse groups and multicultural counseling competencies			41%	3%	50%	52%	9%	45%	No	Yes
Objective 3 Students will demonstrate the professional behavior, skills, and knowledge necessary for competent practice. This includes practice within their area of specialization (CRC, CMHC, SC)										
Demonstrates ethical and legal behavior in the counseling process			64%		27%	57%	9%	43%	No	Yes
Demonstrates ability to engage in professional development			50%	7%	40%	50%	10%	43%	No	Yes

*Note: Some competency areas are not integrated into the curriculum until late in the first year or students have limited experience during their first year in the area assessed (ex: professional development opportunities, counseling process, etc.)

Counselor Education Doctoral Program Minimum Benchmark Thresholds

The minimum threshold for outcome success is 80% of students meeting or exceeding
“Target” rating for all dispositions.

Professional Skills and Knowledge Competency Areas	Developing Yr. in Prgm.			Target Yr. in Prgm.			Exceeds Target Yr. in Prgm.			Benchmark: 80% Meets or Exceeds Target		
	1 st *	2 nd	3+	1 st *	2 nd	3+	1 st *	2 nd	3+	1 st *	2 nd	3+
Objective 1 Students will demonstrate knowledge, awareness, and skills necessary for competent and ethical professional practice.												
Demonstrates skills associated with engagement in professional development		17%		33%	33%	37%	67%	50%	63%	Yes	Yes	Yes
Demonstrates skills and knowledge associated with leadership and advocacy in counselor education		17%		100%	33%	37%		50%	63%	Yes	Yes	Yes
Objective 2 Students will demonstrate the skills, knowledge, and awareness to work within a diverse, multicultural, and global society.												
Demonstrates engagement in counselor education practice that infuses diversity, advocacy, and social justice.				100%	67%	50%		33%	50%	Yes	Yes	Yes
Objective 3 Students will demonstrate the professional behavior, skills, and knowledge necessary for competent practice within counselor education including: <ul style="list-style-type: none">• Teaching• Research• Counseling• Supervision*• Leadership and Advocacy												
Demonstrates ethical and culturally relevant leadership and advocacy practices				100%	67%	50%		33%	50%	Yes	Yes	Yes
Demonstrates ethical and culturally relevant strategies for conducting research	33%			67%	83%	50%		17%	50%	No	Yes	Yes
Demonstrates application of ethical and culturally relevant strategies in counselor education teaching		17%		100%	33%	37%		50%	63%	Yes	Yes	Yes
Demonstrates application of ethical and culturally relevant strategies in counseling practice		17%		100%	33%	50%		50%	50%	Yes	Yes	Yes

Demonstrates the application of ethical and culturally relevant strategies in supervision	33%	17%		67%	33%	37%		50%	63%	No	Yes	Yes
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*Note: Some competency areas are not integrated into the curriculum until late in the first year or students have limited experience during their first year in the area assessed (ex: Supervision)

**CED Students Evaluation of Program
Advisement and Program Support 2024-2025 (CACREP 1.Q, 4.L)**

Minimum Benchmark Thresholds

The minimum threshold for advisement outcome success is 80% “Meets Expectations” or above and 80% having been provided advisement/support. The minimum threshold for practicum and internship placement support is 80% “Meets Expectations” or above.

Area	CMHC/SC/CRC				CED Doctoral		Benchmarks Attained	
Advisement Support	Unsatisfactory	Margin al	Meets Expecta tions	Exempl ary	Meets Expectatio ns	Exemplar y	CMHC SC CRC	CED
Support & Assistance from Advisor	2%	10%	47%	41%	33%	67%	Yes	Yes
Support & Assistance from Program Coordinator	2%	5%	30%	63%	42%	58%	Yes	Yes
Support you have received related to registration and program requirements		7%	44%	49%	42%	58%	Yes	Yes
Advisement Experience	No		Yes		No	Yes		
Been Provided Advisement/Support related to Prog. And Course Requirements from Advisor	18%		82%			100%	Yes	Yes
Been Provided Advisement/Support related to Prog. And Course Requirements from Program Coordinator and/or program faculty	2%		98%			100%	Yes	Yes
Area	CMHC/SC/CRC				CED Doctoral		Benchmarks Attained	
Practicum and Internship Placement Support*	Unsatisfactory	Margin al	Meets Expecta tions	Exempl ary	Meets Expectatio ns	Exemplar y	CMHC SC CRC	CED
Evaluation of experience with the practicum placement process	5%		35%	60%	42%	58%	Yes	Yes
Evaluation of the experience with the internship placement process	5%		16%	79%	42%	58%	Yes	Yes
How would you evaluate the level of support you received in the practicum and internship placement process		5%	30%	65%	64%	36%	Yes	Yes

*Data reflects students who have been enrolled in or completed Practicum/Internship experience

Program Evaluation and Goals for Program Improvement Outcomes from 2023-2024 Goals: Counselor Education Program (CACREP 2.F.3.b, 2.F.3.c)

Counselor Education Program Outcomes:

- All curriculum was revised to align with CACREP 2024 standards.
- The program successfully completed and submitted its CACREP reaccreditation self-study – site visit is anticipated spring 2026.
- Development of individual research labs:

Counselor Education Program Goals:

- Continue to revise curriculum to enhance program effectiveness and preparation of students in alignment with CACREP 2024 standards.
- Complete CACREP reaccreditation process (site visit)

Program Evaluation and Goals for Program Improvement Outcomes from 2023-2024 Goals: Entry-Level Programs (CACREP 2.F.3.b, 2.F.3.c)

○ Clinical Mental Health Counseling Program Outcomes:

- Orientation, onboarding and restructuring of CMHC faculty – Currently engaged in a faculty search for another Tenure Track CMHC Assistant Professor. With this we will focus on reassigning CMHC program tasks to appropriate faculty members according to clinical and tenure track faculty. ***Goal met – completed Tenure Faculty Search and successfully hired Dr. Lucas Perez who began as a CMHC program faculty member in August 2025.***
- Revise content of COUN 7360 Advanced Counseling Course in the second year of the CMHC course sequence. Faculty will work together to review the current content and incorporate content that reflects National licensure standards and new 2024 CACREP standards. Content for discussion includes family systems, psychopharmacology, human sexuality. ***Goal met – Program Coordinators met with Dr. Danielle Boyd to restructure the COUN 7360 Course. Course is now a course that focuses on Family Systems and meets additional state licensure standards. Furthermore, coordinators had a guest speaker, Dr. Justin Vines, speak on psychopharmacology in COUN 7920 CMHC Internship.***
- Review and revise CMHC Course Sequence. Specifically, COUN 7500 Crisis Counseling was moved from Fall of the second year to Spring of the First year. Students and faculty noted this was too early for the material. Faculty have decided to move the course to the Summer of the first after students have received COUN 7350 Counseling Skills. Faculty will evaluate the effectiveness of moving this course and seek feedback from students on moving the course. ***Goal met – COUN 7500 was successfully move to Summer 2025. Faculty will continue to evaluate effectiveness of this move.***
- Telemental health counseling knowledge will be incorporated into the COUN 7510 Advanced CMHC Interventions course. Students are required to take a 1 hour CE on telemental health counseling in preparation for providing telemental health services during practicum. ***Goal met – Telemental health counseling CE was a required assignment in COUN 7510 in summer 2025. Students are now better prepared to provide telehealth services.***

○ School Counseling Program Outcomes:

- Increased content related to school environments and structures throughout course work. Practical school counseling scenarios, case

studies, and content relevant to school counseling professional identity have been further integrated into foundational courses.

- Evaluation criteria and fieldwork handbooks were revised to greater reflect 2024 CACREP standards. Revisions also further integrated ASCA standards into practicum and internship requirements and experiences.

○ **Clinical Rehabilitation Counseling Program Outcomes:**

- The Clinical Rehabilitation Counseling (CRC) program continues to provide comprehensive education and training that strengthen students' knowledge, skills, and competencies across key areas of the rehabilitation counseling profession. Through specialized coursework, students gain expertise in medical and psychosocial aspects of disability, disability models, case management, vocational evaluation, career development, and job placement, as well as transition and emerging adulthood services Counseling Program was able to hire a visiting assistant professor to fill the position of Dr. Julie Hill, who was a clinical coordinator of the program. Dr. Denise Bozek is a recent graduate of the CED program at AU and has a background in rehabilitation counseling. Dr. Bozek coordinates students' practicum and internship experiences.
- Faculty incorporated a range of experiential learning activities to help students apply concepts to real-world rehabilitation settings and engage effectively with individuals with diverse disabilities. In addition, students further develop advanced counseling skills and professional competencies through supervised practicum and internship experiences at educational, vocational, and clinical sites serving people with disabilities.
- In particular, the rehabilitation counseling faculty and course instructor developed and used class activities to enhance students' understanding of and skill development in the professional and ethical use of AI tools in their rehabilitation counseling practice. Students' course activities and paper assignments were incorporated in the COUN7130 Vocational Evaluation and COUN7110 Occupational, Career, and Placement Services courses. The initial implementation of generative AI in the classes allowed students to enhance their general competency and understanding of the potential use of such technologies in their future practice. The student reflection following the class activities also allowed students to consider the professional and ethical considerations of using AI tools.
- The Clinical Rehabilitation Counseling faculty worked collaboratively with other CED faculty to update syllabi and

course activities to address changes in the 2024 CACREP standards and to support self-study submissions

Entry-Level Program Improvement Goals 2025-2026

Program-Specific Goals:

- **Clinical Rehabilitation Counseling Program Goals:**
 - Will provide students with updated information on rehabilitation counseling organizations and encourage them to join the membership and attend conferences to develop a professional identity as a rehabilitation counselor and expand their professional network.
 - Will provide students with various in-class and extracurricular activities (e.g., workshops, webinars) to develop greater knowledge and competency in contemporary issues in rehabilitation counseling and rehabilitation counseling practice and modalities.
 - Will continue updating the CRC specialty courses and incorporate experiential activities to help students develop skills and knowledge in evidence-based practices in rehabilitation counseling and in new technologies (e.g., generative AI).
 - Will provide students with individual advisement sessions each semester to discuss each student's overall academic progress and support their professional behaviors and dispositions.
 - Will provide additional resources and sessions to enhance students' outcomes on the Certified Rehabilitation Counselor (CRC) exam.
- **Clinical Mental Health Program Goals:**
 - Continued onboarding and restructuring of clinical mental health counseling faculty. Dr. Lucas Perez joined as a tenure faculty member in August 2025. We will continue to orient him to the program and find courses that match his strengths, knowledge and experience.
 - The addition of a crisis intervention role play for COUN 7910 CMHC practicum in Fall 2025. Students in the past have requested additional training on crisis intervention; therefore, faculty have required an additional crisis intervention role play be completed in COUN 7910 CMHC program. Students will complete a role play with their University supervisor that discusses either SI or HI. The University supervisor will record and evaluate the role play with a specific rubric.
 - Continued review and revision of syllabi, handbooks and practicum/internship documentation in order to meet 2024 CACREP standards.
 - Program Coordinator and Practicum/Internship Coordinator will work to establish at least one new practicum site relationship and placement for 2025-2026 practicum and internship students.

- **School Counseling Program Goals:**

- Continue to integrate additional school counseling concepts into courses.
 - Example: Continue to add school counseling concepts and *ASCA* standards to existing school counseling foundational courses including *COUN 7350: Introduction to Counseling Practice* and *COUN 7010 Practicum in School Counseling*.
- Continue review and revision of syllabi, handbooks, and practicum/internship documentation in order to meet 2024 CACREP Standards.

Program Evaluation and Goals for Program Improvement Outcomes from 2024-2025 Goals: Counselor Education Doctoral program (CACREP 2.F.3.b, 2.F.3.c)

During the 2024–2025 academic year, the doctoral program evaluated student learning, professional dispositions, and progression toward program outcomes using multiple measures including coursework assessments, site and university supervisor evaluations, teaching demonstrations, and the doctoral portfolio. Across all five CACREP 6.B doctoral student learning outcomes, the majority of students met or exceeded competency benchmarks. These outcomes affirm strong alignment between coursework revisions, supervision and teaching practicum experiences, and the integration of the updated 2024 CACREP standards.

Notably, one student did not pass the doctoral portfolio during the 2024 review cycle. This outcome reflects appropriate and ethical faculty gatekeeping. The student received written feedback, a structured plan, and re-engaged with faculty support. All other students demonstrated competency through portfolio evaluation.

Additional findings from 2024–2025 include:

- Continued refinement of doctoral practicum and internship expectations across counseling, teaching, supervision, and research.
- Increased structure and clarity in portfolio preparation through COUN 8510 (orientation) and COUN 8920 (technical support).
- Expanded advisor and dissertation support resources, which were used consistently by faculty and students.
- Strengthened emphasis on gatekeeping, remediation, and supervision practice in COUN 8540.

Overall, evaluation results demonstrated strong student performance, intentional gatekeeping, and effective integration of CACREP 2024 standards across the doctoral curriculum.

Response to 2023–2024 Doctoral Program Goals

Goal 1 – Revise doctoral portfolio prompts and instructions.

Findings & Actions: In 2024–2025, all portfolio prompts, instructions, and rubrics were revised to improve clarity and alignment with CACREP 2024 standards. Portfolio expectations were embedded into COUN 8510 (orientation) and COUN 8920 (technical support), improving student understanding of structure, expectations, and writing requirements. One student did not pass portfolio, confirming robust faculty gatekeeping and the need for continued faculty calibration. The student was provided structured remediation and re-engaged with faculty support.

Status: *Met.*

Goal 2 – Develop advisor and dissertation support resources.

Findings & Actions: An Advisor & Dissertation Resource Hub was created in Box, containing timelines, templates, supervisory expectations, IRB resources, writing guidance, and exemplar materials. Faculty used this during advising meetings and introduced it to the incoming cohort.
Status: *Partially Met – continues into 2025–2026 with additional materials planned.*

Goal 3 – Strengthen supervision course content on gatekeeping and remediation.

Findings & Actions: COUN 8540 was revised for Spring 2025 to include expanded content on supervisory roles, gatekeeping responsibilities, remediation planning, difficult conversations, and handling supervisee concerns. Faculty incorporated case-based practice and clearer alignment with CACREP standards.

Status: *Met.*

Doctoral Program Improvement Goals 2025-2026

Goal 1 – Finalize, calibrate, and fully operationalize the revised doctoral portfolio system.

Actions Will Include:

- Conducting annual faculty calibration sessions for consistent scoring.
- Adding student exemplars and a “frequent errors” guide.
- Embedding portfolio preparation milestones across COUN 8510, COUN 8920, and advising meetings.
- Strengthening remediation guidance and documentation processes.

Rationale: Ensures consistent evaluation, reduces ambiguity, and continues alignment with CACREP 2024 standards.

Goal 2 – Expand the Advisor & Dissertation Support Hub for more consistent student guidance.

Actions Will Include:

- Creating early milestones guides for first-year students.
- Adding short walkthroughs for dissertation structure and expectations.
- Increasing standardization of advising practices across faculty.

Rationale: Based on alumni and faculty feedback emphasizing the need for more predictable guidance and clearer expectations.

Goal 3 – Implement a structured supervision competency sequence across all doctoral practicum courses (Counseling, Teaching, Supervision, Research).

Actions Will Include:

- Aligning supervision expectations and skill progression across all 8910 practicum courses.
- Updating Tevera logs, evaluations, and rubrics for consistency.
- Introducing a unified supervision competency rubric.
- Strengthening integration of gatekeeping and remediation across multiple practicum levels.

Rationale: Ensures developmental, consistent learning experiences and supports professional identity formation.

Goal 4 – Enhance doctoral student professional identity development and faculty readiness.

Actions Will Include:

- Offering writing, teaching-readiness, and supervision-readiness workshops.
- Encouraging structured leadership, advocacy, and scholarly dissemination opportunities.
- Expanding mentorship pairings between advanced doctoral students and early-career students.

Rationale: Supports student readiness for faculty and advanced clinical roles and aligns with CACREP 6.B leadership and advocacy expectations

Doctoral Program – CACREP Goal Review Table (2024–2025)

Previous Goal	Data Sources	Findings / Actions Taken	Status	New Goals (2025–2026)
Revise portfolio prompts/instructions.	Portfolio rubric data, student/alumni feedback, faculty review.	Prompts and rubrics revised; training embedded in COUN 8510 & 8920; one student did not pass portfolio , demonstrating appropriate gatekeeping; remediation implemented.	Partially Met	Goal 1: Finalize and calibrate portfolio system.
Develop advisor/dissertation supports.	Alumni feedback; faculty surveys; dissertation progress data.	Advisor Hub created; templates and timelines added; integrated into advising.	Partially Met	Goal 2: Expand Advisor & Dissertation Support Hub.
Strengthen supervision course on gatekeeping/remediation.	Supervisor feedback; course evaluations; practicum data.	COUN 8540 revised; new modules on remediation; enhanced case-based training.	Met	