

Auburn University Counselor Education Programs Student Outcomes

Fall 2021 – Fall 2022

**Counselor Education Programs' Outcomes:
Fall 2021- Summer 2022 (Includes period during COVID 19)**

Program	Number of Graduates	Completion Rates*	Exam Pass Rates*	Employment Rates**
Clinical Mental Health Counseling (CMHC)	19	100%	NCE 100% NCMHCE 100%	Graduates Employed or in Counseling Doctoral Programs: 95% Counseling Positions: 85% within 6 months, 5% longer than 6 months Counseling Doctoral Programs: 5%
School Counseling	12	92%	NCE 100% Praxis 100%	Graduates Employed: 100% Counseling Positions: 100% within 6 months
Clinical Rehabilitation Counseling (CRC)	7	78%	CRC 100%	Graduates Employed: 75% Counseling Positions: 70% within 6 months, Counseling Doctoral Programs: 5%
Counselor Education – Doctoral	8	85%	N/A	Graduates Employed: 100% Faculty Teaching Roles: 80% Counseling Roles:10% Administration (Education/Counseling): 10%

***Completion rates** reflect both full-time and part-time students. The completion rate benchmark for our Master's programs is 2 years (6 semesters) and Doctoral 4 years (12 semesters).

** **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:** Time frame includes the period in which programs were addressing **COVID-19**. The program tracks data for students who have been employed within 6 months -12 months of graduation, and for Master's programs students enrolled in Doctoral programs after graduation. Doctoral program data also designates type of position noting that graduates may hold more than one of these positions.

**Auburn University Counselor Education Programs'
Assessment Report Summary
Fall 2021-Summer 2022**

**Alumni, Employer, and Supervisor Survey Results: Fall 2020-Summer 2022
(2 year cycle)**

Alumni Program Evaluations: Counselor Education Doctoral Program

Faculty Advisement	Excellent-80%	Good-20%
Orientation to Program requirements	Excellent-90%	Good-10%
Assistance in finding employment after graduation	Yes-100%	
Overall experiences with instruction in the Department	Excellent-90	Good-10%
Development of competencies in teaching	Excellent-90%	Good-10%

Development of competencies in counseling	Excellent-90%	Good-10%
Development of competencies in supervision	Excellent-100%	
Development of competencies in professional leadership	Excellent-90%	Good-10%
Development of competencies in research	Excellent-80%	Good-20%
Development of competencies related to advocacy, social justice, and diversity	Excellent-90%	Good-0%

Comments: Comments highlighted excellent opportunities for mentorship, social justice, and advocacy. Faculty support and advisement was excellent, with many faculty continuing to mentor and support alumni as they transition to faculty and professional positions. Strong preparation in the areas of teaching, supervision, and research. Ability to integrate professional goals into clinical practice and internship. Strong emphasis on professional engagement and leadership, and commitment to funding and supporting graduate students in the program and Dept (e.g., GTA assistantships and training).

Alumni Program Evaluations: Masters' Programs: School

Overall experiences with course instruction	Excellent-80%	Good-20%
Orientation to Program requirements	Excellent-80%	Good-10%
Opportunities to engage in the development of your professional identity as a counselor	Excellent-80%	Good-20%
Availability of feedback on your program progress	Excellent-60%	Good-40%
Specialization Courses in School	Excellent-90%	
Counseling Diverse Populations	Excellent-90%	Good-10%
Practicum and Internship sites	Excellent-80%	Good-20%
Counseling Practicum University Supervision	Excellent-80%	Good-20%
Counseling Practicum/Internship Site Supervision	Excellent-90%	Good-10%

Comments: Comments highlighted how well the program reflects and aligns with the ASCA School Counseling Model and reflects best practices for School Counselors. Faculty clearly committed to student's success. Program emphasized professional development and engagement.

Alumni Program Evaluations: Masters' Programs: CMHC

Overall experiences with course instruction	Excellent-100%	
Orientation to Program requirements	Excellent-100%	
Opportunities to engage in the development of your professional identity as a counselor	Excellent-80%	Good-20%
Availability of feedback on your program progress	Excellent-90%	Good-10%
Specialization Courses in CMHC	Excellent-90%	Good-10%
Counseling Diverse Populations	Excellent-90%	

Practicum and Internship sites	Excellent-40%	Good-20%
Counseling Practicum University Supervision	Excellent-90%	Good-10%
Counseling Practicum/Internship Site Supervision	Excellent-40%	Good-30%

Comments: Comments included high levels of support from Faculty, excellent advisement, and engagement in professional development. Excellent preparation in the areas of crisis intervention, trauma-informed care, professional identity, multicultural considerations, and counseling practice. Overall, highly supported by Faculty who communicated concerns for personal and professional development.

Alumni Program Evaluations: Masters' Programs: CRC

Overall experiences with course instruction	Excellent-70%	Good-20%
Orientation to Program requirements	Excellent-60%	Good-40%
Opportunities to engage in the development of your professional identity as a counselor	Excellent-60%	Good-30%
Availability of feedback on your program progress	Excellent-80%	Good-10%
Specialization Courses in CRC	Excellent-80%	
Counseling Diverse Populations	Excellent-80%	
Practicum and Internship sites	Excellent-40%	Good-40%
Counseling Practicum University Supervision	Excellent-60%	Good-20%
Counseling Practicum/Internship Site Supervision	Excellent-50%	Good-30%

Comments: Comments highlighted Faculty engagement with student development, professional knowledge, and preparation for the program. Comments also indicated strong preparation for practice in Rehabilitation counseling, diagnosis, and crisis intervention.

**CED Doctoral Program:
Site Supervisors/Employers Evaluation Program-Level Competencies**

*Supervisors/Employers areas of evaluation	CED Doctoral Program
Demonstrate competency in counseling skills and supervision practice	95% meet or exceeded expectations
Demonstrate knowledge and skills in counselor education curriculum instruction	90% meet or exceeded expectations
Counselor Education practice that infuses advocacy, diversity, and social justice	85% meet or exceeded expectations
Engagement in research that contributes to counselor education, counseling, and supervision practice	75% meet or exceeded expectations
Professional Dispositions	
<ul style="list-style-type: none"> • Academic and Professional Behavior 	85% meet or exceeded expectations
<ul style="list-style-type: none"> • Diversity and Respect for Others 	90% meet or exceeded expectations
<ul style="list-style-type: none"> • Reflective Practice and Behavior 	80% meet or exceeded expectations
*Supervisor/Employer results reflect only those who observed or evaluated these areas	

Overall Comments and Summary:

Counselor Education Doctoral Program: Strengths: Identified included strong preparation in the areas of advocacy, social justice and working with diverse populations, legal and ethical practice and professional leadership. Exceeds Expectations evaluations also included skills related to supervision and preparation to teach in Counselor Education. Comments highlighted: Strong skills in all areas of supervision, teaching, and counseling. This included addressing students' developmental needs in supervision. Students/Graduates demonstrated strong research interests and knowledge - leading to innovative and sound contributions to the field. High levels of self-awareness in graduates/students and the ability to be open to feedback. Ability to meet the diverse needs of students and integrate applications-based methods into teaching and supervision.

Recommendations/Suggestions: More hybrid or online formats to meet students' needs and prepare them for a continued emphasis on using these teaching/supervision formats. Increase preparation in the use of assessments/testing. Students/Graduates demonstrated knowledge in addressing issues of professional competence (e.g., in students), this may be expanded to include assessing and addressing professional dispositions.

**Masters Programs’:
Site Supervisors/Employers Evaluation Program-Level Competencies**

Supervisors/Employers areas of evaluation	Clinical Rehabilitation Counseling	Clinical Mental Health Counseling	School Counseling
Demonstrate knowledge and skills necessary for competent ethical practice	85% meet or exceeded expectations	90% meet or exceeded expectations	95% meet or exceeded expectations
Demonstrate skills, knowledge, and awareness to work within a diverse society including engagement in social justice and advocacy	80% meet or exceeded expectations	85% meet or exceeded expectations	90% meet or exceeded expectations
Develop and demonstrate a counseling professional identity	85% meet or exceeded expectations	90% meet or exceeded expectations	85% meet or exceeded expectations
Professional Dispositions			
<ul style="list-style-type: none"> Academic and Professional Behavior 	85% meet or exceeded expectations	90% meet or exceeded expectations	90% meet or exceeded expectations
<ul style="list-style-type: none"> Diversity and Respect for Others 	90% meet or exceeded expectations	90% meet or exceeded expectations	90% meet or exceeded expectations
<ul style="list-style-type: none"> Reflective Practice and Behavior 	80% meet or exceeded expectations	80% meet or exceeded expectations	75% meet or exceeded expectations

Overall Summary and Comments:

Clinical Rehabilitation Counseling (CRC): Strengths: Strong professional skills and knowledge of CRC theories and interventions and knowledge/use of assessments. Highlighted skills related to developing relationships with clients/consumers/staff. Strong preparation in crisis intervention planning and skills related to provision of CRC counseling. Skills also included ability to work with diverse populations.

Recommendations/Suggestions: Increase preparation related to diagnosis, substance abuse counseling and treatment planning. More experience with a wider range of disabilities and implications for counseling practice.

Clinical Mental Health Counseling (CMHC): Strengths: Strong professional skills including legal and ethical practice and professional orientation. Excellent preparation related to crisis intervention and ability to work in CMHC settings, including counseling skills and knowledge. Excellent evaluations in the areas of establishing counseling relationships with clients, working well with staff, and ability to accept feedback. Highlighted preparation and abilities to work with diverse populations. **Recommendations/Suggestions:** Increase training related to diagnosis. Consider integration of additional training on use of community resources.

School Counseling: Strengths: Strong professional skills highlighted by knowledge of school counseling theories and interventions, and preparation to work in school counseling settings. Highlighted demonstration of strong professional skills including legal and ethical behavior, integrity, professional commitment, professional

conduct, and leadership skills. Excellent skills corresponding to knowledge of counseling theories and interventions. **Recommendations/Suggestions:** Integration of more content on skills related to consulting with parents or guardians and crisis planning in schools.

Counselor Education Masters Programs Annual Review of Students: Professional Dispositions and Professional Skills and Knowledge Competency Areas 2021-2022

Professional Dispositions: Demonstrates Academic and Professional Behavior	Developing		Target		Exceeds Target	
	1 st Year	*2 nd Year	1 st Year	2 nd Year	1 st Year	2 nd Year
Appropriate Professional Dress	10%		80%	80%	10%	20%
Attends to and completes academic and professional responsibilities in a timely manner	20%	10%	80%	70%		20%
Appropriately uses technology (cell phones, computers)	10%		90%	90%		10%
Appropriate behavior in class	20%	10%	70%	80%	10%	10%
Academic and professional honesty	20%		70%	80%	10%	20%
Demonstrates ethical behavior and practice	10%	10%	90%	60%		30%
Protects confidentiality	20%		80%	80%		20%
Follows school and agency policies	20%	10%	80%	70%		20%
Professional Dispositions: Demonstrates Diversity and Respect for Others						
Demonstrates cultural awareness and sensitivity	30%		70%	60%		40%
Honors student and client differences	10%		80%	60%	10%	40%
Is able to collaborate and work with peers	20%		70%	80%	10%	20%
Establishes and maintains positive rapport with peers	20%	10%	70%	70%	10%	20%
Communication with peers is appropriate	20%		70%	80%	10%	20%
Establishes and maintains positive rapport with faculty and other professionals	10%	10%	90%	60%		30%
Communication with faculty and other professionals is appropriate	20%		80%	70%		30%
Professional Dispositions: Demonstrates Reflective Practice and Behavior						
Is receptive to feedback	20%	10%	70%	50%	10%	40%
Is able to reflect on performance	30%	10%	60%	60%	10%	30%
Demonstrates self-awareness	30%		60%	70%	10%	30%
Able to integrate and apply feedback	40%	10%	60%	70%	10%	20%
Demonstrates ability to engage in professional development	40%		60%	70%	10%	30%
Demonstrates ability to engage in academic development	10%	10%	90%	60%		30%
Awareness of the impact of their behavior on others	40%		60%	70%		30%
Dispositions - Attends to and completes academic and professional responsibilities in a timely manner	30%		70%	60%		40%
Professional Skills and Knowledge Competency Areas						
Demonstrates ability to engage in professional development	50%		50%	60%		40%
Demonstrates ethical and legal behavior in the counseling process	100%	10%		60%		30%
Knowledge of ethical and legal professional standards	40%		60%	60%		40%
Demonstrates engagement in professional social justice and advocacy	60%		40%	60%		40%
Knowledge of multicultural characteristics within diverse groups and multicultural counseling competencies	40%		60%	50%		50%
Demonstrates skills and competencies necessary to work with students, clients, and consumers within a diverse society	100%			50%		50%

***Note: Some competency areas are not integrated into the curriculum into late in the first year or students have limited experience during their first year in the area assessed (ex: Supervision)**

Counselor Education Doctoral Program Annual Review of Students: Professional Dispositions and Professional Skills and Knowledge Competency Areas 2021-2022

Professional Dispositions: Demonstrates Academic and Professional Behavior	Developing Yr. in Prgm.			Target Yr. in Prgm.			Exceeds Target Yr. in Prgm.		
	1 st	2nd	3+	1 st	2nd	3+	1 st	2nd	3+
Appropriate Professional Dress				100%	100%	100%			
Attends to and completes academic and professional responsibilities in a timely manner	20%		10%	80%	70%	70%		30%	20%
Appropriately uses technology (cell phones, computers)				100%	100%	90%			10%
Appropriate behavior in class				100%	80%	80%		20%	20%
Academic and professional honesty				100%	80%	80%		20%	20%
Demonstrates ethical behavior and practice				100%	70%	60%		30%	40%
Protects confidentiality				100%	70%	70%		30%	30%
Follows school and agency policies				100%	90%	90%		10%	10%
Professional Dispositions: Demonstrates Diversity and Respect for Others									
Demonstrates cultural awareness and sensitivity	20%			80%	60%	50%		40%	50%
Honors student and client differences				100%	60%	60%		40%	40%
Is able to collaborate and work with peers				100%	60%	50%		40%	50%
Establishes and maintains positive rapport with peers		10%		100%	50%	50%		40%	50%
Communication with peers is appropriate		10%		100%	50%	50%		40%	50%
Establishes and maintains positive rapport with faculty and other professionals				100%	70%	60%		30%	40%
Communication with faculty and other professionals is appropriate				100%	70%	60%		30%	40%
Professional Dispositions: Demonstrates Reflective Practice and Behavior									
Is receptive to feedback	20%	10%		80%	70%	60%		20%	40%
Ability to reflect on performance	20%	10%		80%	70%	60%		20%	40%
Demonstrates self-awareness		10%		100%	80%	60%		10%	40%
Able to integrate and apply feedback	20%	10%		80%	70%	70%		20%	30%
Demonstrates ability to engage in professional development				100%	50%	50%		50%	50%
Demonstrates ability to engage in academic development				100%	60%	60%		40%	40%
Awareness of the impact of their behavior on others				100%	60%	70%		40%	30%
Professional Skills and Knowledge Competency Areas									
Demonstrates engagement in counselor education practice that infuses diversity, advocacy, and social justice.	80%			20%	60%	70%		40%	30%
Demonstrates ethical and culturally relevant strategies for conducting research	70%			30%	60%	70%		40%	30%
Demonstrates skills and knowledge associated with leadership and advocacy in counselor education	30%			60%	70%	70%		30%	30%
Demonstrates skills associated with engagement in professional development	40%			50%	60%	60%	10%	40%	40%
Demonstrates ethical and culturally relevant leadership and advocacy practices				100%	50%	60%		50%	40%

Demonstrates application of ethical and culturally relevant strategies in counselor education teaching				100%	50%	50%		50%	50%
Demonstrates application of ethical and culturally relevant strategies in counseling practice				100%	50%	60%		50%	40%
Demonstrates application of ethical and culturally relevant strategies in supervision	100%				50%	50%		50%	50%

***Note: Some competency areas are not integrated into the curriculum into late in the first year or students have limited experience during their first year in the area assessed (ex: Supervision)**

Summary of Counselor Education Program Evaluation Data (2021-2022)

Program-wide Assessment Data for Master's Programs

Program Objective	Data Source	Procedure for Collection (when, how)	Outcome
Demonstrate knowledge and skills necessary for competent and ethical professional practice. (Knowledge & Skill, 4.B.1)	Master's Portfolio – COUN 7920 Internship Cumulative Reflection	Uploaded in Tevera, reviewed by Faculty advisor, 2 nd year	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	Master's Portfolio – 2.F.1 COUN 7400 Orientation assignment	Uploaded in Tevera, reviewed by COUN 7400 faculty, 1 st year	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	Annual Review	Faculty advisor, annually	As reported in the Annual Review Summary Chart: 90% of students meet or exceeded this target by 2 nd yr.
	Relevant items from alumni, site supervisor, and employer surveys.	Every 2 years, evals from site supervisors/ employer surveys, alumni surveys	As reported in the Alumni/Supervisor/Employer charts over 85% of students in the MS programs met or exceeded this target
Demonstrate skills, knowledge, and awareness to work within a diverse society including engagement in social justice and advocacy. (Knowledge and Skill, 4.B.1).	Key performance indicator data a. Master's Internship evaluations by site supervisors and university supervisors b. Master's portfolio – 2.F.2: COUN 7250 DSM course - cultural bias in diagnosis assignment	a. Uploaded in Tevera, reviewed by Faculty/ University supervisors, 2 nd year b. Uploaded in Tevera, reviewed by COUN 7250 faculty, 1 st year	a. Internship evaluations indicated 97% of students meet or exceeded competencies b. Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	Annual Review	Faculty advisor review, 1 st year	As demonstrated in the Annual Review chart – 100% of students met or exceeded this target by the 2 nd yr.
	Relevant items from alumni, site supervisor, and employer surveys.	Every 2 years, evals from site supervisors/ employer surveys, alumni surveys	As reported in the Alumni/Supervisor/Employer charts over 85% of students in the MS programs met or exceeded this target

Foster professional dispositions (i.e., academic and professional behavior, diversity and respect for others, reflective practice and behavior) that inform the development of a professional identity necessary for success as professional counselors. (Disposition, 4.B.1).	Annual Review - Aggregate disposition ratings	Faculty review, Master's year 1-2	As demonstrated in the Annual Review chart – 90% of students met or exceeded this target by the 2 nd yr.
	Key Performance Indicator data a. Internship evaluations - aggregate disposition ratings	Faculty/university supervisor, 2 nd year	Tevera evaluation rubric indicated 94% of students meet or exceeded competencies
	Relevant items from alumni, site supervisor, and employer surveys.	Every 2 years, evals from site supervisors/ employer surveys, alumni surveys	As reported in the Alumni/Supervisor/Employer charts over 75% of students in the MS programs met or exceeded this target
Develop and demonstrate a counseling professional identity that encompasses a holistic model of integrated care that reflects prevention, intervention, development, and wellness. (Knowledge & Skill, 4.B.1)	Master's Portfolio - Cumulative Reflection	Uploaded into Tevera, reviewed by Internship Instructor, 2 nd year	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	Relevant items from alumni, site supervisor, and employer surveys.	Every 2 years, evals from site supervisors/ employer surveys, alumni surveys	As reported in the Alumni/Supervisor/Employer charts over 85% of students in the MS programs met or exceeded this target

Program-wide Assessment Data for CED Doctoral Program

Program Objective	Data Source	Procedure for Collection (when, how)	Outcome
Demonstrate competency in counseling skills and supervision practice (Skills, 4.B.1)	A. Doctoral Portfolio – Counseling and supervision B. Annual Review C. Relevant items from alumni, site supervisor, and employer surveys.	A. Faculty review, 2 nd year B. Faculty advisor, annually C. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys	A. Doctoral Portfolio: 100% of students met or exceeded target B. Annual Review: 100% of students met competency by 3 rd yr. C. Supervisor & Employers: 95% met or exceeded target
Demonstrate knowledge and skill in counselor education curriculum and instruction (Knowledge & Skills, 4.B.1)	A. Doctoral Portfolio – teaching B. Annual Review C. Relevant items from alumni, site supervisor, and employer surveys	A. Faculty review, 2 nd year B. Faculty advisor, annually C. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys	A. Doctoral Portfolio: 100% of students met or exceeded target B. Annual Review: 100% of students met competency by 3 rd yr. C. Supervisor & Employers: 90% met or exceeded target

Engage in counselor education practice that infuses advocacy, diversity, and social justice (Skills, 4.B.1)	A. Doctoral Portfolio – advocacy/leadership B. Annual Review C. Relevant items from alumni, site supervisor, and employer surveys	A. Faculty review, 2 nd year B. Faculty advisor, annually C. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys	A. Doctoral Portfolio: 100% of students met or exceeded target B. Annual Review: 100% of students met competency by 3 rd yr. C. Supervisor & Employers: 85% met or exceeded target
Engage in research that contributes to counselor education, counseling, and supervision practice (Knowledge & Skills, 4.B.1)	A. Doctoral Portfolio – advocacy/leadership B. Completed Dissertation C. Relevant items from alumni, site supervisor, and employer surveys	A. Faculty review, 2 nd year B. Dissertation Committee/Outsider Reader C. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys	A. Doctoral Portfolio: 90% of students met or exceeded target B. Dissertation: 100% of students submitting dissertations met Committee and Outsider Reader evaluation criteria C. Supervisor & Employers: 75% met or exceeded target
Foster professional dispositions (i.e., academic and professional behavior, diversity and respect for others, reflective practice and behavior) and professional identity necessary for success as counselor educators and supervisors (Disposition, 4.B.1)	A. Doctoral Portfolio – advocacy/leadership B. Annual Review C. Relevant items from alumni, site supervisor, and employer surveys	A. Faculty review, 2 nd year B. Faculty advisor, annually C. Every 2 years, evals from site supervisors/ employer surveys, alumni surveys	A. Doctoral Portfolio: 100% of students met or exceeded target B. Annual Review: 90% of students met competency by 3 rd yr. C. Supervisor & Employers: 80% met or exceeded target

Doctoral Student Key Performance Indicators

	Key Performance Indicator / Measure	Timing	Review (Responsible Party)	Use (Analysis/Gateway)	Evaluation Data (% met standards)
6.B.1 Demonstrates ethical application of knowledge and skills utilizing EB-counseling practices across diverse groups.	COUN 8910 Adv Practicum - Counseling	1 st year	Faculty/University Supervisor	Final evaluation	100% met or exceeded
	COUN 8620 Advanced Theories – Case conceptualization assignment	1 st year	Faculty Instructor	Rubric	100% met or exceeded
	Doctoral Portfolio	3 rd year	CED Faculty	Rubric	100% met target or exceeded target
6.B.2 Demonstrates knowledge and skills to provide effective clinical supervision	COUN 8910 Supervision practicum – skills	2 nd year	Faculty/University Supervisor	Final supervisor eval	90% met or exceeded
	COUN 8540 Supervision course – supervision module	1 st year	Faculty Instructor	Rubric	100% met or exceeded

	Doctoral Portfolio - knowledge	3 rd year	CED Faculty	Rubric	100% met or exceeded target
6.B.3 Demonstrates knowledge and skills necessary to engage in research and scholarship.	COUN 8300 Research design course – proposal assignment	1 st year	Faculty Instructor	Rubric	85% met or exceeded
	COUN 8910 Research Practicum	2 nd year	Faculty Instructor	Rubric	100% met or exceeded
	Doctoral Portfolio	3 rd year	CED Faculty	Rubric	100% met or exceeded target
6.B.4 Applies knowledge and skills to engage in effective teaching in counselor education.	COUN 8550 Pedagogy Teaching Demonstration	1 st year	Faculty Instructor	Assignment Rubric	90% met or exceeded
	COUN 8910 Teaching Practicum	2 nd year	Faculty Instructor	Rubric	100% met or exceeded
	Doctoral Portfolio - Teaching module & philosophy	3 rd year	CED Faculty	Rubric	100% met or exceeded target
6.B.5 Demonstrates effective engagement in advocacy and leadership in counselor education.	COUN 8510 Contemporary Issues – professional development plan	1 st year	Faculty Instructor	Rubric	100% met or exceeded
	Annual Evaluation of Students	1-3 years	Faculty Advisor	Leadership section of Evaluation	100% met or exceeded target
	Doctoral Portfolio	3 rd year	CED Faculty	Rubric	100% met or exceeded target

Student Level Assessment: Masters Key Performance Indicators Assessment Data

CACREP Standards	Key Performance Indicator	Form	Outcome
2.F.1 Understands ethical and legal standards relevant to professional counseling	COUN 7400 Orientation to Counseling assignment	Assignment rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7910 Site & University supervisor evaluations during practicum	Site/University supervisor Final Eval	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7920 – Internship Cumulative Reflection Rubric	Assignment Rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
2.F.2 Demonstrates (reflexivity, understands) MCSJCCs.	COUN 7330 Counseling Diverse Populations course assignment	Assignment rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7250 - DSM course - cultural bias in diagnosis assignment	Assignment rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7920 – Internship	Site Supervisor Evaluation	Tevera evaluation rubric indicated 97% of students

			meet or exceeded competencies
	COUN 7920 – Internship Cumulative Reflection	Rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
2.F.3 Demonstrates knowledge of theories and counseling practices related to human growth and development.	COUN 7310 Lifespan Development course assignment	Assignment rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	a) COUN 7240 child/adolescence course assignment (CMHC/SC) b) COUN 7950 emerging adulthood course assignment (CRC)	Assignment rubric	a) Tevera evaluation rubric indicated 100% of students meet or exceeded competencies b) Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
2.F.4 Demonstrates knowledge related to career planning and career counseling practice	a) COUN 7230 - Career course assignment (CMHC/SC) b) COUN 7110 – Occupational career and placement services course assignment (CRC)	Assignment rubric	a) Tevera evaluation rubric indicated 100% of students meet or exceeded competencies b) Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7920 – Internship Cumulative Reflection	Rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
2.F.5 Demonstrates knowledge and skills needed for facilitating counseling relationships.	COUN 7350 Skills course – last practice demonstration	Session D rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7320 Theories course – intervention assignment	Intervention assignment rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7550 Crisis course – key assessment for knowledge	Assignment rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7910 Practicum	University and Site Supervisor evaluation	Tevera evaluation rubric indicated 94% of students meet or exceeded competencies
	COUN 7920 – Internship Cumulative Reflection	Rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
2.F.6 Demonstrates knowledge and skills needed to conduct group counseling.	COUN 7340 Group course key assignment (create a group, run session as leader)	Assignment Rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7910/7920 Practicum/Internship –	Practicum and Internship Time Log	Tevera time log report indicated 100% of students

	led at least 10 group hours		meet or exceeded competencies
2.F.7 Applies knowledge of testing and diagnosis to assessment practice.	COUN 7250 - DSM course – case study assignment	Assignment rubric	Tevera evaluation rubric indicated 98% of students meet or exceeded competencies
	a) COUN 7200 Appraisal course – assessment practice (CMHC/SC) b) COUN 7130 Vocational Evaluation Course assignment (CRC)	Assignment rubric	a) Tevera evaluation rubric indicated 100% of students meet or exceeded competencies b) Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
2.F.8 Demonstrates knowledge of program evaluation and use of research within counseling.	ERMA 7200 Basic methods in educational research course assignment	Assignment Rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7920 Internship- demonstrate knowledge and application of EBP via: a) CMHC: Oral Case Conceptualization Summary b) SC: Classroom Guidance Demonstration c) CRC: Individual Case Presentation	Assignment Rubric	a) Tevera evaluation rubric indicated 100% of students meet or exceeded competencies b) Tevera evaluation rubric indicated 100% of students meet or exceeded competencies c) Tevera evaluation rubric indicated 67% of students meet or exceeded competencies
	COUN 7920 Internship practice – demonstrate use of EBP + client and program (i.e., counseling services) evaluation. -Internship Site Supervisor Evaluation	Internship Site Supervisor Evaluation	Tevera evaluation rubric indicated 97% of students meet or exceeded competencies
Professional Dispositions. Demonstrate academic and professional behavior, diversity and respect for others, and reflective practice and behavior.	Annual Evaluation of Students	Professional disposition assessment	90% of CED Masters students met this identified indicator by their second year (2020-2021, 2021-2022). *
	COUN 7920 – Internship	Final Site Supervisor Evaluation – Professional Dispositions Section	Tevera evaluation 94% of students met or exceeded

Clinical Mental Health Counseling Specialty Area			
Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Mental Health Counseling	COUN 7410 - Orientation to CMHC course - Human Service Organization Review assignment	Assignment Rubric	Tevera evaluation rubric indicated 96% of students meet or exceeded competencies
	COUN 7920 – Internship	Final Site Supervisor Evaluation – CMHC Section	Tevera evaluation rubric indicated 94% of students meet or exceeded competencies
	COUN 7360 Advanced Counseling Practice – Role play assignment	Assignment Rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
School Counseling Specialty Area			
Specialty Area – SC. Demonstrates skills and knowledge necessary to engage in competent counseling practice in School Counseling	COUN 7420 - Orientation to SC course - Professional School Counselor Interview & Career Goal	Assignment Rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7920 – Internship	Final Site Supervisor Evaluation – SC section	Tevera evaluation rubric indicated 97% of students meet or exceeded competencies
	Praxis – Professional School Counselor <i>Alabama Professional Educator Certificate requirement</i>	Passing the Praxis-Professional Counselor Exam	100% of students passed the Praxis exam
Clinical Rehabilitation Counseling Specialty Area			
Specialty Area – CRC. Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Rehabilitation Counseling	COUN 7520 - Orientation to CRC course - Case Analysis Study Paper	Assignment Rubric	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7920 – Internship	Supervisor Evaluation – CRC section	Tevera evaluation rubric indicated 100% of students meet or exceeded competencies
	COUN 7930 Advanced Theories in Counseling Practice course – Skills Demonstration	Assignment Rubric	Tevera evaluation rubric indicated 94% of students meet or exceeded competencies

Program Evaluation and Goals for Program Improvement Outcomes from 2020-2021 Goals

All Programs

- Program Faculty identified the goal of modifying and improving the overall method of program evaluation for student learning outcomes.
 - The students graduating Spring/Summer 2022 completed the Masters' Portfolio. The assessment provided students with a more reflective and application focused assessment. Among students graduating 90% successful passed the portfolio evaluation and 10% passed with remediation.

- Program Revisions/Improvement:
 - Program faculty have identified key assessments and learning outcomes linked to Group Counseling. The Group Counseling course assignments were revised. Competency in Group Counseling practice has improved with increases in both Alumni and Supervisor/Employer evaluations and 100% of students passing these components with external certification exams (NCE, CRC).
 - Orientation – Program faculty identified revising the Orientation Session for students to expand content related to program areas, requirements, and professional requirements. This session and the content (reflected in agenda) was revised and expanded. This also included content specific to program delivery and requirements related to digitally delivered programs.

Program Specific Outcomes

- **Clinical Mental Health Counseling Program Outcomes:**
 - Addition of online/ distance education programming: Admission of 7 students Fall 2021 and 11 Fall 2022.
 - Addition of student software support: Cohort graduating Summer 2021 were fully integrated into Tevera
 - Addition of evidence-based training: Addition of supplemental Applied Suicide Intervention Skills Training (ASIST) offered to students 2x annually. Students were provided this training in 2021 and 2022 with the most recent training session including 22 students across MS programs (12 CMHC).

- **School Counseling Program Outcomes:**
 - Addition of a School Counseling distance education (DE) program. Goal met with admissions Fall 2021 and Fall 2022
 - Onboarding of Tevera software to manage student-level and program assessment. Cohort graduating Spring 2021 were fully integrated into Tevera
 - Incorporation of further content on research-based interventions and a focus on engagement in professional development were included throughout the curriculum. Students results on the MS Portfolio indicated competency in this area.

- **Clinical Rehabilitation Counseling Program Outcomes:**
 - Onboarding of Tevera software to manage student-level and program assessment. Cohort graduating Spring 2021 were fully integrated into Tevera

- Supervisor/Employer Evaluation of the Clinical Rehabilitation Counseling program indicated the need for expanding experiences and skill development across different types of disabilities. Students results on the MS Portfolio demonstrated competency in this area. Faculty are continuing to examine course-related, experience related and practice related opportunities for students to develop this experience.

○ **Counselor Education Program Outcomes:**

- Modification of the CED Internship Format and Evaluation: The course was revised to include specific identified and required content in supervision and teaching – with initial practice and evaluation being completed at Auburn. Revisions were completed, and 2022 alumni and supervisor/employer data reflect exceeds expectations in these two areas.
- Integration of Dissertation Format training into COUN 8910 Research Practicum: This was completed in Spring 2022.
- Modification of COUN 8620: Advanced Theories to focus more on an integrated approach. Due to course and curriculum changes this re-design of the course will be implemented in Spring 2023 for the first time. The course will be more focused on an integrative and comprehensive application of theories and clinical practice.

Program Evaluation and Goals for Program Improvement

Goals 2022-2023

All Programs

- Program faculty identified that a primary goal will be the completion of 3 faculty searches being initiated Fall 2022.
 - Focus will include successful completion of searches and work during the 2022-2023 year to assist faculty through transition into positions.
- Program Revisions/Improvement:
 - Program faculty identified continued refinement and expansion of the use of Tevera into program evaluation. This will include the transition of staff support provided by the SERC Dept. Head to aid in this transition.
 - Program faculty identified review of program outcomes with Advisory Committee (Fall 2022) to identify potential goals and programs revisions.
 - Program faculty identified reviewing transitions in leadership/coordination roles and integration of new faculty as a component of Annual Retreat in Spring 2023.

Program-Specific Goals:

Based on the feedback from Alumni, Employers, Supervisors, Faculty, and student feedback these program goals were identified:

○ **Counselor Education Doctoral Program Goals:**

- Based on evaluation of Tevera and student feedback, revision of CED Doctoral Internship evaluation process and materials. This will include modifying content assessing skills development across all areas.

- Revision of the CED Doctoral Portfolio format. Based on student feedback the program is moving to a method of portfolio development (CANVAS) that can be structured in relation to courses and accessible to students without additional fees.
 - Modification of COUN 8620: Advanced Theories to focus more on an integrated approach. As noted in the previous review, this was delayed until Spring 2023. The course will be more focused on an integrative and comprehensive application of theories and clinical practice. It will be taught in conjunction to the Advanced Counseling Practicum to provide an integrative approach.
- **Clinical Rehabilitation Counseling Program Goals:**
- Utilize various experiential learning activities and course assignments reflecting knowledge and skill development through the courses COUN 7250 Advanced Assessment & Diagnosis in Counseling and COUN 7370 Foundations of Substance Use Counseling.
 - Focus on students' knowledge development on medical and psychosocial aspects of disability through COUN 7010 Medical, Vocational & Psychosocial Aspects of Disability as well as rehabilitation-specific courses and clinical experiences.
 - Provide various class activities and course assignments to enhance the students' understanding of the development of vocational rehabilitation counseling goals and planning through various rehabilitation-specific courses such as COUN 7520 Introduction to Rehabilitation and Case Management in Rehabilitation Counseling, COUN 7950 Emerging Adulthood & Transition in Rehabilitation, and COUN 7110 Occupational, Career and Placement Services.
- **Clinical Mental Health Program Goals:**
- Growth of online/ distance education programming: In the 2nd year of our CMHC online program with 6 students beginning practicum and internship, and 11 students began the program in Fall 2022.
 - Use of student software support: Onboarding of Tevera software to manage student-level and program assessment completed and first cohort completed their portfolio required for graduation in 2022. Tevera will continued to be utilized for students' completion of portfolio and documentation of practicum & internship requirements.
 - Orientation, onboarding, and restructuring of CMHC faculty: Currently completing 2 faculty searches and will orient new professors to the department and successfully transition new administrative loads.
 - Review of course sequence: Due to student and site supervisor feedback, the faculty will review the current course sequence and evaluate if adjusting the timing of courses can aid in enhanced preparation for students.
- **School Counseling Program Goals:**
- Further include professional leadership and advocacy initiatives to help prepare school counselors to address proposed changes within state related to school counseling programs and services.
 - Provide resources to faculty who teach crisis courses to integrate school counseling content.
 - Orientation, onboarding, and restructuring of School Counseling program responsibilities: Currently completing one faculty search and will orient new professors to the department and successfully transition new administrative loads.