

**Auburn University Counselor Education Programs Student Outcomes
Summer 2020- Spring 2021**

Master's Programs Summer 2020- Spring 2021 (Includes period during COVID 19)

Program	Number of Graduates	Completion Rates*	Exam Pass Rates*	Employment Rates**
Clinical Mental Health Counseling (CMHC)	22	91% 20 graduated	100%	Graduates Employed or in Counseling Doctoral Programs: 95.2% Counseling Position: 85.7% Counseling Doctoral Programs: 9.5%
School Counseling	8	100%	100%	Graduates Employed: 88% 7 employment and 1 not employed yet
Clinical Rehabilitation Counseling (CRC)	25	92%	65%	Graduates Employed: 78%
Counselor Education – Doctoral	5	100% Average time to completion: 4 yrs.	N/A	Graduates Employed: 100% Faculty Teaching Roles: 60% Counseling Roles: 10% Administration (Education/Counseling): 5% Full-time combined academic (faculty) and counseling positions: 25%

***Completion rates** reflect both full-time and part-time students. The completion rate benchmark for our Master's programs is 3 years and Doctoral 5 years. Does not include students who were admitted but did not start coursework.

** **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 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. Data also reflects students who did not report employment information.

Alumni, Employer, and Supervisor Survey Results: Fall 2018-Summer 2020 (conducted every 2 years)

Alumni Program Evaluations: Counselor Education Doctoral Program:

Faculty Advisement	Excellent-80%	Good-10%
Orientation to Program requirements	Excellent-80%	Good-10%
Assistance in finding employment after graduation	Yes-70%	
Development of competencies in teaching	Excellent-75%	Good-15%
Development of competencies in counseling	Excellent-85%	Good-15%
Development of competencies in supervision	Excellent-90%	Good-10%
Development of competencies in professional leadership	Excellent-90%	Good-10%
Development of competencies in research	Excellent-80%	Good-20%

Overall Comments: Alumni provided program highlights in areas of preparation across the 5 competency areas and a high level of academic support. They also highlighted strong support in the areas of advocacy, mentoring, and leadership. Areas to consider programmatically: additional training related to research (dissertation foundation), counseling theories (encompassing more theoretical perspectives), training on portfolio, and more focused components of the internship.

Alumni Program Evaluations: Masters’ Programs:

Overall experiences with course instruction	Excellent-72%	Good-26%
Orientation to Program requirements	Excellent-80%	Good-10%
Opportunities to engage in the development of your professional identity as a counselor	Excellent-80%	Good-10%
Availability of feedback on your program progress	Excellent-80%	Good-20%
Practicum and Internship sites	Excellent-82%	Good-18%
Counseling Practicum University Supervision	Excellent-70%	Good-30%
Counseling Practicum/Internship Site Supervision	Excellent-70%	Good-20%

Overall Comments: Alumni comments highlighted the high quality of faculty, teaching and preparation for professional practice. This included the quality and level of support and advisement from program coordinators/faculty. Highlighted was preparation in crisis and trauma and in areas of specialization. In addition, alumni appreciated the cohort model, quality of supervision, training in social justice and diversity, and the emphasis on application within counseling preparation. Areas to consider programmatically: Alumni discussed that the quality and consistency of teaching was highest among program area faculty. Comments included more focused content in theories (application) including in practice experiences.

Site Supervisors/Employers Evaluation:

Overall, evaluations were very strong demonstrating outstanding components of preparing students to be counselors and counselor educators

Counselor Education Doctoral Program: Strengths identified included excellent preparation in the areas of advocacy and leadership, strong preparation in teaching and supervision, ability to address differences in student learning styles, and preparation in the practice and teaching of counseling. Areas to consider programmatically: While not evaluated low (50% did not respond because of limited ability to observe) skills related to the dissemination of research through publications and presentations was a potential area to examine and skills and knowledge necessary to engage in research.

Masters' Programs:

Clinical Rehabilitation Counseling (CRC): Strong professional skills and knowledge of CRC theories and interventions and assessment skills and knowledge. Strong preparation in crisis intervention planning, diagnosis, and treatment planning. Strong skills related to provision of CRC counseling. Areas to consider programmatically: Consideration of how to expand experience across disabilities and application skills related to practice.

Clinical Mental Health Counseling (CMHC): Strong professional skills, preparation related to diagnosis and crisis intervention planning. Demonstrated strong knowledge of CMHC theories and interventions, using community resources, and client advocacy. Strong skills and knowledge related to counseling practice in CMHC settings. Areas to consider programmatically: Potentially enhancing preparation and experience related to marriage and family theories and working with children/families.

School Counseling: Strong professional skills highlighted by a strong level of professional commitment. Strengths included knowledge of school counseling theories and interventions, skills related to student planning and student /professional advocacy. Strong skills related to knowledge and skills to practice counseling in school settings was also highlighted. Areas to consider programmatically: Integration of more content on research-based interventions for working with students and use of community resources for students.

**Program Evaluation and Goals for Program
Improvement
2020-2021**

Masters Programs

- **Program Faculty identified the goal of modifying and improving the overall method of program evaluation for student learning outcomes.** The goal is the development of a Master's portfolio that will assess student learning outcomes across the 8 CACREP foundation areas, as well as specialty competencies. The portfolio will also include indicators of skills and competencies for practicum and internship.

The Masters' Portfolio will reflect the key assessments currently used to assess student learning outcomes, allowing for a more reflective assessment of student learning over time and across courses. The Portfolio components will be assessed in classes and through a review by the student's Academic Advisor as part of the **Annual Review of Students** process in the Spring.

Students starting Fall 2018 will be the first to submit a portfolio (Spring 2020). These students will receive training in orientation courses, as well as in courses where key assessments are integrated.

- **The Masters' Programs Alumni Feedback indicated that Alumni reported that all areas of Training were Excellent or Good with very positive comments on training and faculty support:** Some feedback indicated an area for improvement in training related to: Research Application in Counseling, Chemical Addictions Counseling, and Orientation to Program Requirements (Program Specific)

Program Revisions/Improvement:

1. Program faculty have identified key assessments and learning outcomes linked to Group Counseling. The Group Counseling course assignments are being revised and the course syllabus (Spring 2019) will reflect this change. This will also focus on all sections of the course integrating specific assessments (group leadership, group development, and group counseling evaluation).
2. The majority of students in this alumni survey pool had chemical addictions counseling competencies integrated into their curriculum. It is now a separate course with more emphasis on counseling interventions for working with persons with chemical addiction issues, assessment, and psychopharmacology.
3. Orientation – The program faculty have reviewed the ***Orientation Session*** for all new students to improve the provision of program information. In addition, orientation courses specific to program areas have been reviewed to increase content on program and professional requirements.

Supervisor/Employer Program Evaluation indicated that Supervisors/Employers rated our students as Good or Excellent in all areas: It was noted that comments of Supervisors indicated some concerns about preparation in these areas: Group Counseling (All), Group Leadership (All), Treatment Planning and Diagnosis (CMHC and REHB), Parental Consultation and

Peer Programs (School), Knowledge of Community Resources (CMHC and REHB).

Program Revisions/Improvement: As noted above the program is working to make curriculum changes to Group Counseling. In addition, the School Counseling Program has added 2 new courses to the curriculum and these courses address the areas highlighted by these comments. The first cohort to have completed these courses will be taking Practicum in Fall 2018.

Content on treatment planning and application of content on diagnosis will be increased at the practicum and internship levels for CMHC and REHB. Course revisions in REHB and CMHC also reflect an increase in content on community resources (reflected in syllabi revisions Fall 2018).

• Program Specific Goals:

- Clinical Mental Health Counseling Program Goals:
 - **Addition of online/ distance education programming:** Addition of a CMHC online program with 7 students beginning in Fall 2021.
 - **Addition of student software support:** Onboarding of Tevera software to manage student-level and program assessment.
 - **Addition of evidence-based training:** Addition of supplemental Applied Suicide Intervention Skills Training (ASIST) offered to students 2x annually
- School Counseling Program Goals:
 - Addition of a School Counseling distance education (DE) program with 6 DE students beginning in Fall 2021.
 - Onboarding of Tevera software to manage student-level and program assessment.
 - Incorporation of further content on research-based interventions and a focus on engagement in professional development were included throughout the curriculum
 - Modification of a course assignment in the Orientation to School counseling course to provide an emphasis on community resources.
- Clinical Rehabilitation Counseling Program Goals:
 - Supervisor/Employer Evaluation of the Clinical Rehabilitation Counseling program indicated the need for expanding experiences and skill development across different types of disabilities. The Clinical Rehabilitation Counseling program has focused on students' knowledge development on medical and psychosocial aspects of disabilities not only through the course COUN7010 Medical, Vocational, and Psychosocial Aspects of Disabilities but also through rehabilitation specific courses and clinical experiences by utilizing experiential learning activities and informing evidence-based practices that can enhance positive rehabilitation outcome among individuals with various types of disabilities. Relevant course assignments reflecting knowledge and skill development in this area are incorporated into a comprehensive portfolio, which is the program graduation requirement of the Clinical Rehabilitation Counseling students.

- Counselor Education Program Goals:
 - **Modification of the CED Internship Format and Evaluation:** The course is being revised based on program evaluation data. Changes included specific identified and required content in supervision and teaching, requirement of supervision components in the Fall being evaluated and conducted at Auburn. Revisions of all evaluation materials started Summer 2021. All revisions will be in place for students starting CED Internship in Fall 2022. This will also include updating content related to professional standards.
 - **Integration of Dissertation Format training** into COUN 8910 Research Practicum
 - **Modification of COUN 8620: Advanced Theories** to focus more on an integrated approach. Specifically, revising course content to include a review of counseling theories, integration of theories and conceptualization, and link to counseling practice.