

Auburn University Counselor Education Program Outcomes
Fall 2023 – Fall 2024 (CACREP 2.F.3)
(most recent academic year unless noted otherwise)

Graduate Outcomes 2023-2024 (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)	27	100% across delivery types	NCE: 96% BM: 80%	<p>Graduates Employed: 96% employed within 6 months.</p> <p>4% (1) accepted/enrolled into a doctoral program.</p> <p>50% of students applying for doctoral programs accepted/enrolled into a doctoral program</p>
School Counseling (SC)	11	100% on-campus 80% online	NCE: 90% BM: 80% Praxis: 80% BM: 80%	<p>Graduates Employed: 100% employed within 6 months.</p>
Clinical Rehabilitation Counseling (CRC)	16	100% across delivery types	NCE: 100% BM: 80% CRC: 60% BM: 60%	<p>Graduates Employed: 94% employed within 6 months.</p> <p>6% (1) accepted/enrolled into a doctoral program.</p> <p>100% of students applying for doctoral programs accepted/enrolled into a doctoral program</p>
Counselor Education – Doctoral	10	100%	N/A	<p>Graduates Employed: 90% full-time within 6 months, 10% part-time within 6 months.</p> <p>Faculty Teaching Roles: 70% (primary position with the majority also continuing to work in counseling related roles), 20% adjunct faculty.</p>

				Full-time Counseling Roles: 10%
				Graduates Maintaining Counseling Practice: 75%

***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 2023-2024 (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	1 st year Fall Semester	COUN 7400 Ethical Case Study Group Project	Meets Expectations	100% Met or Exceeded Minimum

Counseling: Ethical and Legal Case Study Group Project		Rubric: Faculty Instructor		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% Met or Exceeded Minimum Benchmarks across programs and delivery types
COUN 7250 Adv. Assessment and Diagnosis in Counseling: Cultural Bias in Diagnosis Case Conceptualization	1 st year Spring Semester: SC, CMHC 1 st year Summer Semester: CRC	COUN 7250 Cultural Bias in Diagnosis Case Conceptualization 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 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	Timing of	Assessment	Minimum Outcome	Outcomes

Indicator	Review		Benchmark	
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% CMHC met or Exceeded Minimum Benchmarks across delivery types 100% SC (on-campus) Met or Exceeded Minimum Benchmarks 80% SC (online) Met or Exceeded Minimum Benchmarks
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	Meets Expectations	100% Met or Exceeded Minimum Benchmarks across programs

		Section		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 – Information Processing	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
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 2023-2024 (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	100% 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	100% 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) –	Competent	100% Met or Exceeded Minimum

		Teaching Section: CED Doctoral Program Faculty		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
Doctoral Portfolio- Research Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Research Section: CED Doctoral Program Faculty	Competent	100% 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	100% 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 2023-2024:

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	1 st Year	2 nd Year	1 st Year	2 nd Year	1 st Year	2 nd Year
Appropriate Professional Dress					50%	48%	50%	52%	Yes	Yes
Attends to and completes academic and professional responsibilities in a timely manner			7%	2%	43%	46%	50%	52%	Yes	Yes
Appropriately uses technology (cell phones, computers)					53%	48%	47%	52%	Yes	Yes
Appropriate behavior in class			2%	2%	48%	44%	50%	54%	Yes	Yes
Academic and professional honesty			2%		40%	48%	58%	52%	Yes	Yes
Demonstrates ethical behavior and practice			2%	2%	43%	48%	55%	50%	Yes	Yes
Protects confidentiality			4%	2%	48%	48%	48%	50%	Yes	Yes
Follows school and agency policies			2%	2%	48%	48%	50%	50%	Yes	Yes
Professional Dispositions: Demonstrates Diversity and Respect for Others	Unsatisfactory		Developing		Target		Exceeds Target		Benchmark Attained	
	1 st Year	2 nd Year	1 st Year	2 nd Year	1 st Year	2 nd Year	1 st Year	2 nd Year	1 st Year	2 nd Year
Demonstrates cultural awareness and sensitivity	2%		2%	2%	38%	48%	58%	50%	Yes	Yes
Honors student and client differences	2%		6%		32%	44%	60%	56%	Yes	Yes
Is able to collaborate and work with peers	2%				38%	44%	58%	56%	Yes	Yes
Establishes and maintains positive rapport with peers	2%		2%		38%	42%	58%	58%	Yes	Yes
Communication with peers is appropriate					43%	42%	53%	58%	Yes	Yes
Establishes and maintains positive rapport with faculty and other professionals			4%		42%	42%	54%	58%	Yes	Yes
Communication with faculty and other professionals is appropriate	2%	5%		2%	40%	44%		54%	Attained	Attained
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	1 st Year	2 nd Year	1 st Year	2 nd Year	1 st Year	2 nd Year
Is receptive to feedback			5%	2%	42%	44%	53%	54%	Yes	Yes
Is able to reflect on performance	2%		18%	2%	60%	44%	20%	54%	Yes	Yes
Demonstrates self-awareness			5%	2%	38%	44%	57%	54%	Yes	Yes
Able to integrate and apply feedback	5%			2%	47%	44%	48%	54%	Yes	Yes

Demonstrates ability to engage in professional development	5%		8%		45%	54%	42%	46%	Yes	Yes
Demonstrates ability to engage in academic development	5%		5%		47%	48%	43%	52%	Yes	Yes
Awareness of the impact of their behavior on others	5%			2%	40%	44%	55%	54%	Yes	Yes
Dispositions – Attends to and completes academic and professional responsibilities in a timely manner				2%		44%		54%	Yes	Yes

Engagement in Professional Development Activities

- **Honors**
 - 80% of those reporting honor indicated that they were inducted (Spring 2023) or to be inducted into Chi Sigma Iota in the Spring semester (2024).
 - 5% reported other academic and professional honors
- **Professional Development Activities:**
 - 100% of SC students reported engagement in professional development activities primarily attending conferences/workshops/training
 - 60% of students from CRC and CMHC also reported engagement in professional development activities (ASIST training one of the most frequently reported)
 - 80% of students reported engagement or membership in professional organizations: ALCA, ACA, ASCA, most frequently reported.
 - 60% reported engagement in professional organizations, community advocacy, and research (the majority reporting identified conference presentations).

Counselor Education Doctoral Program Annual Review of Students: Professional Dispositions 2023-2024 (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				80%	80%	20%	20%	20%	80%	Yes	Yes	Yes
Attends to and completes academic and professional responsibilities in a timely manner	20%		20%	60%	70%	40%	20%	30%	40%	Yes	Yes	Yes
Appropriately uses technology (cell phones, computers)				80%	80%	40%		20%	60%	Yes	Yes	Yes
Appropriate behavior in class				80%	80%	42%	20%	20%	58%	Yes	Yes	Yes
Academic and professional honesty				80%	80%	42%	20%	20%	58%	Yes	Yes	Yes
Demonstrates ethical behavior and practice				80%	80%	42%	20%	20%	58%	Yes	Yes	Yes
Protects confidentiality				80%	80%	42%	20%	20%	58%	Yes	Yes	Yes
Follows school and agency policies				80%	80%	42%	20%	20%	58%	Yes	Yes	Yes
Professional Dispositions: Demonstrates Diversity and Respect for Others	1st	2nd	3+	1st	2nd	3+	1st	2nd	3+	1st Year	2nd Year	3+ Year
Demonstrates cultural awareness and sensitivity				80%	80%	42%	20%	20%	58%	Yes	Yes	Yes
Honors student and client differences				80%	80%	46%	20%	20%	54%	Yes	Yes	Yes
Is able to collaborate and work with peers				80%	80%	42%	20%	20%	58%	Yes	Yes	Yes
Establishes and maintains positive rapport with peers				80%	80%	46%	20%	20%	54%	Yes	Yes	Yes
Communication with peers is appropriate				80%	80%	42%	20%	20%	58%	Yes	Yes	Yes
Establishes and maintains positive rapport with faculty and other professionals				80%	80%	54%	20%	20%	46%	Yes	Yes	Yes
Communication with faculty and other professionals is appropriate				80%	80%	54%	20%	20%	54%	Yes	Yes	Yes
Professional Dispositions: Demonstrates Reflective Practice and Behavior	1st	2nd	3+	1st	2nd	3+	1st	2nd	3+	1st Year	2nd Year	3+ Year

Is receptive to feedback				80%	80%	46%	20%	20%	54%	Yes	Yes	Yes
Ability to reflect on performance				80%	80%	46%	20%	20%	54%	Yes	Yes	Yes
Demonstrates self-awareness				80%	80%	46%	20%	10%	54%	Yes	Yes	Yes
Able to integrate and apply feedback				70%	80%	42%	30%	30%	58%	Yes	Yes	Yes
Demonstrates ability to engage in professional development				50%	80%	46%	50%	50%	54%	Yes	Yes	Yes
Demonstrates ability to engage in academic development				70%	80%	46%	30%	40%	54%	Yes	Yes	Yes
Awareness of the impact of their behavior on others				70%	80%	46%	30%	40%	54%	Yes	Yes	Yes

Engagement in Professional Development Activities

- **Honors**
 - 42% of CED students reported academic or professional honors or recognitions including:
 - SERC SEED Grant, scholarship awards, presentation awards (university and professional conferences), outstanding student awards, professional practice honors/spotlight
- **Professional Development Activities:**
 - 68% of CED students reported engagement in professional development activities primarily attending conferences/workshops/training.
- **Professional Advocacy**
 - 61% 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**
 - 35% of CED students submitted research manuscripts for publication.
 - 32% of CED students presented research at conferences.
- **Professional Leadership**
 - 39% of CED students reported professional leadership roles primarily as officers or members of professional organization committees or chapters/divisions.

Diverse Learning Community 2023-2024 (CACREP 2.E.3)

Graduate Demographics 2023-2024

Note: Applicants and students have the right to opt out of sharing demographic data, results only reflect those participating

Program & Delivery Method	Gender	Racial/Ethnic Identity
Clinical Mental Health Counseling (CMHC) On-Campus	15 F 2 M	1 Black or African American 14 White 1 Two or more races
Clinical Mental Health Counseling (CMHC) Online	7 F 3 M	2 Black or African American 8 White
School Counseling On-Campus	7 F	7 White
School Counseling Online	4 F	1 Black or African American 3 White
Clinical Rehabilitation Counseling (CRC) On-Campus	4 F 1 M	4 White 1 Nonresident Alien
Clinical Rehabilitation Counseling (CRC) Online	9 F 2 M	5 Black or African American 2 Hispanics of any race 4 White
Counselor Education - Doctoral	7 F 3 M	1 Black or African American 9 White

Enrolled Demographics 2023-2024

Program & Delivery Method	Gender	Racial/Ethnic Identity
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Clinical Mental Health Counseling (CMHC) On-Campus	34 F 5 M	1 Asian 5 Black or African American 1 Hispanic of any race 32 White
Clinical Mental Health Counseling (CMHC) Online	20 F 1 M	1 Black or African American 1 Hispanic of any race 1 Alaskan Native or American Indian 18 White
School Counseling On-Campus	10 F	1 Black or African American 9 White
School Counseling Online	10 F 1 M	1 Hispanic of any race 1 Black or African American 1 Two or more races 8 White
Clinical Rehabilitation Counseling (CRC) On-Campus	7 F	1 Black or African American 6 White
Clinical Rehabilitation Counseling (CRC) Online	9 F 2 M	1 Black or African American 10 White
Counselor Education - Doctoral	18 F 1 M	9 Black or African American 1 Hispanic of any race 8 White 1 Nonresident Alien

Applicant Demographics 2023-2024

Program	Gender	Racial/Ethnic Identity*
Clinical Mental Health Counseling (CMHC) On-Campus	86 F 12 M	7 Asian 8 Black or African American 6 Hispanic of any race 76 White
Clinical Mental Health Counseling (CMHC) Online	37 F 3 M	1 Alaskan Native or American Indian 3 Black or African American 5 Hispanic of any race

		31 White
School Counseling On-Campus	9 F 1 M	1 Black or African American 9 White
School Counseling Online	6 F 1 M	5 White 2 Black or African American
Clinical Rehabilitation Counseling (CRC) On-Campus	6 F 1 M	3 Black or African American 4 White
Clinical Rehabilitation Counseling (CRC) Online	7 F 3 M	1 Asian 1 Black or African American 7 White
Counselor Education - Doctoral	10 F 2 M	1 Asian 2 Black or African American 1 Hispanic of any race 8 White

Full-Time Faculty Demographics 2023-2024

Program	Gender	Racial/Ethnic Identity
Employed Faculty	8 F 4 M	2 Asian 1 Black or African American 2 Hispanics of any Race 7 White
Applicants for Full- Time Faculty Positions	1 F 1 M	1 Black or African American 1 Hispanic of Any Race

Faculty Retention Rates 2023-2024

Starting Faculty Count Fall 2023	Fall 2024 Faculty Count	Retention Rate
12	12: 1. Program had one faculty	100%

	<p>member retire May 2024. That tenure track position replaced Fall 2024</p> <p>2. Program had one faculty member transition August 2024. Visiting hired Fall 2024, tenure track position approved and hired for start Fall 2025.</p>	
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Fieldwork Placement 2023-2024 (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 2023- 2024 (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	1 st Year	2 nd Year	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.			4%		58%	50%	40%	50%	Yes	Yes
Knowledge of ethical and legal professional standards	4%		8%		58%	50%	30%	50%	Yes	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			4%		58%	48%	38%	50%	Yes	Yes
Knowledge of multicultural characteristics within diverse groups and multicultural counseling competencies			4%		58%	48%	28%	52%	Yes	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	4%		18%	2%	58%	48%	20%	50%	Yes	Yes
Demonstrates ability to engage in professional development	4%		10%	2%	50%	54%	36%	44%	Yes	Yes

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	20%	20%		60%	60%	27%	20%	20%	73%	Yes	Yes	Yes
Demonstrates skills and knowledge associated with leadership and advocacy in counselor education	20%	20%		60%	60%	27%	20%	40%	73%	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.	20%			60%	80%	27%	20%	20%	73%	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	20%			60%	80%	25%	20%	20%	75%	Yes	Yes	Yes
Demonstrates ethical and culturally relevant strategies for conducting research	40%	20%		40%	60%	27%	20%	20%	73%	No	Yes	Yes
Demonstrates application of ethical and culturally relevant strategies in counselor education teaching	50%	20%		50%	60%	27%		20%	73%	No	Yes	Yes
Demonstrates application of ethical and culturally relevant strategies in counseling practice	50%			50%	80%	25%		20%	75%	No	Yes	Yes
Demonstrates the application of ethical and culturally relevant	100%	20%			50%	25%		50%	75%	No	Yes	Yes

strategies in supervision												
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*Note: Some competency areas are not integrated into the curriculum till 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 2023-2025* (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	Marginal	Meets Expectations	Exemplary	Meets Expectations	Exemplary	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	Marginal	Meets Expectations	Exemplary	Meets Expectations	Exemplary	CMHC SC CRC	CED
Evaluation of experience with the practicum placement process	5%		35%	60%	642%	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

*The program revised this evaluation to meet CACREP 2024 standards as part of program modification and revised and added items, including items related to practicum and internship. Data for this component was collected **Spring 2025**

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

Alumni, Employer, and Supervisor Survey Results 2023-2024 (CACREP 2.F)

Alumni Program Evaluations: Counselor Education Doctoral Program (CACREP 2.F.1)

Minimum Benchmark Thresholds

The minimum threshold for advisement outcome success is 80% “Good” or above and 80% having assistance in finding employment post-graduation.

Evaluation Item	Good	Excellent	Benchmark Attained
Faculty Advisement	25%	75%	Yes
Orientation to Program requirements	10%	90%	Yes
Overall experiences with instruction in the Department	10%	90%	Yes
Overall experiences with instruction in the Department	25%	75%	Yes
Development of competencies in teaching		100%	Yes
Development of competencies in counseling		100%	Yes
Development of competencies in supervision		100%	Yes
Development of competencies in professional leadership	10%	90%	Yes
Development of competencies in research	10%	90%	Yes
Development of competencies related to advocacy, social justice, and diversity		100%	Yes
	No	Yes	
Assistance in finding employment after graduation		100%	Yes

Alumni Program Evaluations: Masters’ Programs: School Counseling 2023-2024 (CACREP 2.F.1)

Minimum Benchmark Thresholds

The minimum threshold for advisement outcome success is 80% “Good” or above.

Evaluation Item	Good	Excellent	Benchmark Attained
Overall experiences with course instruction	10%	90%	Yes
Orientation to Program requirements	10%	90%	Yes
Opportunities to engage in the development of your professional identity as a counselor		100%	Yes

Opportunities to engage in professional advocacy and counseling organizations		100%	Yes
Availability of feedback on your program progress	20%	80%	Yes
Specialization Courses in School		100%	Yes
Counseling Diverse Populations	20%	80%	Yes
Practicum and Internship sites	20%	80%	Yes
Counseling Practicum University Supervision	10%	90%	Yes
Counseling Practicum/Internship Site Supervision	10%	90%	Yes

Alumni Program Evaluations: Masters' Programs: CMHC 2023-2024 (CACREP 2.F.1)

Minimum Benchmark Thresholds

The minimum threshold for advisement outcome success is 80% "Good" or above.

Evaluation Item	Marginal	Good	Excellent	Benchmark Attained
Overall experiences with course instruction		20%	80%	Yes
Orientation to Program requirements		20%	80%	Yes
Opportunities to engage in the development of your professional identity as a counselor		20%	80%	Yes
Opportunities to engage in professional advocacy and counseling organizations		20%	80%	Yes
Availability of feedback on your program progress		20%	80%	Yes
Specialization Courses in CMHC		10%	90%	Yes
Counseling Diverse Populations	10%	20%	70%	Yes
Practicum and Internship sites	10%	20%	70%	Yes
Counseling Practicum University Supervision		20%	80%	Yes
Counseling Practicum/Internship Site Supervision		30%	70%	Yes

Alumni Program Evaluations: Masters' Programs: CRC 2023-2024 (CACREP 2.F.1)

Minimum Benchmark Thresholds

The minimum threshold for advisement outcome success is 80% "Good" or above.

Evaluation Item	Marginal	Good	Excellent	Benchmark Attained
Overall experiences with course instruction		10%	90%	Yes
Orientation to Program requirements		10%	90%	Yes

Opportunities to engage in the development of your professional identity as a counselor	10%	20%	70%	Yes
Opportunities to engage in professional advocacy and counseling organizations	10%	20%	70%	Yes
Availability of feedback on your program progress	10%	10%	80%	Yes
Specialization Courses in CRC		20%	80%	Yes
Counseling Diverse Populations		20%	80%	Yes
Practicum and Internship sites		20%	80%	Yes
Counseling Practicum University Supervision		20%	80%	Yes
Counseling Practicum/Internship Site Supervision		30%	70%	Yes

**Entry-Level Programs (CMHC, CRC, SC):
Site Supervisors/Employers Evaluation Program-Level
Competencies 2023-2024 (CACREP 2.F.1.b, 2.F.1.c)**

Minimum Benchmark Thresholds

Supervisors/Employers areas of evaluation	Clinical Rehabilitation Counseling	Clinical Mental Health Counseling	School Counseling	Benchmark Attained
Demonstrate knowledge and skills necessary for competent ethical practice	90% meet or exceeded expectations	90% meet or exceeded expectations	100% meet or exceeded expectations	Yes
Demonstrate skills, knowledge, and awareness to work within a diverse society including engagement in social justice and advocacy	100% meet or exceeded expectations	90% meet or exceeded expectations	100% meet or exceeded expectations	Yes
Develop and demonstrate a counseling professional identity	83% meet or exceeded expectations	90% meet or exceeded expectations	90% meet or exceeded expectations	Yes
Professional Dispositions				
<ul style="list-style-type: none"> Academic and Professional Behavior 	83% meet or exceeded expectations	90% meet or exceeded expectations	85% meet or exceeded expectations	Yes
<ul style="list-style-type: none"> Diversity and Respect for Others 	100% meet or exceeded expectations	90% meet or exceeded expectations	100% meet or exceeded expectations	Yes
<ul style="list-style-type: none"> Reflective Practice and Behavior 	83% meet or exceeded expectations	80% meet or exceeded expectations	80% meet or exceeded expectations	Yes

The minimum threshold for advisement outcome success is 80% meet or exceed expectations.

**CED Doctoral Program:
Site Supervisors/Employers Evaluation Program-Level
Competencies 2023-2024 (CACREP 2.F.1.b, 2.F.1.c)**

Minimum Benchmark Thresholds

The minimum threshold for advisement outcome success is 80% meet or exceeded expectations.

*Supervisors/Employers areas of evaluation	CED Doctoral Program	Benchmark Attained
Demonstrate competency in counseling skills and supervision practice	100% meet or exceeded expectations	Yes
Demonstrate knowledge and skills in counselor education curriculum instruction	100% meet or exceeded expectations	Yes
Counselor Education practice that infuses advocacy, diversity, and social justice	100% meet or exceeded expectations	Yes
Engagement in research that contributes to counselor education, counseling, and supervision practice	90% meet or exceeded expectations	Yes
Professional Dispositions		
<ul style="list-style-type: none"> Academic and Professional Behavior 	100% meet or exceeded expectations	Yes
<ul style="list-style-type: none"> Diversity and Respect for Others 	100% meet or exceeded expectations	Yes
<ul style="list-style-type: none"> Reflective Practice and Behavior 	100% meet or exceeded expectations	Yes

*Supervisor/Employer results reflect only those who observed or evaluated these areas

Counselor Education Programs Advisory Committee Meeting Feedback Summary (CACREP 2.F.3)

April 2024

Advisory Committee Recommendations and Feedback:

- **Advisory Committee Highlighted these areas across programs:**
 - Strong training and preparation related to ethics and professional behavior
 - Excellent preparation to work with counseling issues across clients/students/consumers (within specialty areas)
 - Strong foundational counseling skills
 - Excellent contact and support to sites and supervisors
 - Strong preparation of doctoral students in areas of counseling, supervision and teaching

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

Counselor Education Program Outcomes:

- Based on a review of the 2024 standards, curriculum was revised to reflect 2024 standards.
 - The COUN 8550 Pedagogy in Counselor Education Course was revised based on feedback from the advisory committee to increase gatekeeping and remediation in preparation for dealing with challenging students.
 - The COUN 8920 Internship course was significantly revised to reflect 2024 standards. Revisions included detailing minimum requirements and hours for required sections (counseling, supervision, and teaching), updated sequence, revised evaluation tools and created “student evaluation of internship experiences and supervision” document.

Program Specific Outcomes

- **Clinical Mental Health Counseling Program Outcomes:**
 - Faculty have revised all syllabi to reflect new CACREP standards. Faculty are meeting regularly to review new standards and make necessary changes to syllabi.
 - One new faculty member, Dr. Park, was hired as a tenure track faculty member. Dr. Park is teaching Career Counseling which is within his areas of expertise and research. Onboarding is ongoing through the first year of his employment. Dr. Flint was assigned as the Practicum/Internship Coordinator and has served in this position for over a year. This has benefited both faculty and students to have faculty in areas of expertise and to have a faculty member that is designated to handle clinical placements.
 - Faculty have met regularly to review and revise program handbooks. This began in Spring of 2024 and will continue through Fall 2024. CMHC faculty have revised practicum documentation (treatment plan form, adult and child intake, authorization to record form).
- **School Counseling Program Outcomes:**
 - School counseling students participated in professional development workshops offered by the Alabama School Counselor Association and Alabama State Department of Education where updates were provided regarding proposed changes within state related proposed changes. Course content also focused on professional leadership and

- advocacy initiatives.
 - School counseling content was integrated into the crisis courses. This was done by including specific readings, lectures, and guest speakers.
 - New faculty to support the School Counseling Program has been hired and is currently in the onboarding process.
- **Clinical Rehabilitation Counseling Program Outcomes:**
 - The Clinical Rehabilitation Counseling program continued striving to provide education and training to enhance students' knowledge, skills, and competency on major topical areas in the rehabilitation counseling profession, including medical and psychosocial aspects of disabilities, disability models, case management, vocational evaluation, career development and job placement services, and emerging adulthood and transition services, through the rehabilitation specific courses. Rehabilitation specialty course instructors have utilized various experiential learning activities to expose students to diverse rehabilitation counseling situations while working with individuals with various types of disabilities. Students also developed their competency and advanced rehabilitation counseling knowledge and skills through their practicum and internship at various sites providing educational, vocational, and clinical support and services for people with disabilities under supervision.
 - The Clinical Rehabilitation 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.
 - The Clinical Rehabilitation Counseling faculty have continued working on updating the course syllabi, addressing changes in the 2024 CACREP standards. The course objectives were updated to reflect the new standards, and the DEI statement, accommodation statements, and Zoom policy were revised. The faculty also worked with the other CED faculty to update the program handbook to meet the requirements of new CACREP standards.

Program Evaluation and Goals for Program Improvement Goals 2024-2025

All Programs

- **Program Revisions/Improvement:**
 - Continue to expand use of Tevera for program evaluation and refine

- processes relevant to documentation and student evaluation.
- Refine curriculum to address licensing requirements for students intending to seek licensure in states other than Alabama.
- Further refine program and fieldwork coordinator roles and responsibilities to further benefit student outcomes.
- Continue to refine evaluations of student key performance indicators and academic quality indicators by implementing CACREP 2024 standards into curriculum and student assessment.
- Complete CACREP 2024 reaccreditation self-study

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:**
 - Revise portfolio prompts and instructions based on student feedback, alumni feedback, and 2024 CACREP standards to be clear and reflect the need for original written responses to the prompts.
 - Based on alumni feedback there is a need for additional resources to help prepare new advisors of doc students be in better position to help with advisement and the dissertation process, program coordinators will work to create a resource folder to support faculty.
 - Based on feedback provided from supervisors in 2024 the Spring of 2025 supervision course content will be revised to include content related to dealing with gatekeeping and remediation of challenging students/supervisees.
- **Clinical Rehabilitation Counseling Program Goals:**
 - Will provide students with 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 extra-curricular activities (e.g., workshops, webinars) to develop more knowledge and competency in diversity and multicultural rehabilitation counseling practices.
 - Will provide students with individual advisement sessions each semester to discuss the overall academic progress of each student.
 - Will revise the evaluation criteria and fieldwork handbook to reflect 2024 CACREP standards.
- **Clinical Mental Health Program Goals:**
 - CMHC Faculty will review of current syllabi - New 2024 CACREP standards have been established and all syllabi will be reviewed and revised to reflect 2024 CACREP standards. – Faculty have revised all

syllabi to reflect new CACREP standards. Faculty are meeting regularly to review new standards and make necessary changes to syllabi.

- Orientation, onboarding and restructuring of CMHC faculty - Reassign CMHC program tasks to appropriate faculty members according to clinical and tenure track faculty. Develop a Practicum/Internship Coordinator position. – One new faculty member, Dr. Park, was hired as a tenure track faculty member. Dr. Park is teaching Career Counseling which is within his areas of expertise and research. Onboarding is on going through the first year of his employment. Dr. Flint was assigned as the Practicum/Internship Coordinator and has served in this position for over a year. This has benefited both faculty and students to have faculty in areas of expertise and to have a faculty member that is designated to handle clinical placements.
- Review current handbooks - Review Professional Practices Handbook, update information, revise documents included to reflect 2024 CACREP standards – Faculty have met regularly to review and revise program handbooks. This began in Spring of 2024 and will continue through Fall 2024. CMHC faculty have revised practicum documentation (treatment plan form, adult and child intake, authorization to record form).
- **School Counseling Program Goals:**
 - Update and revise School Counseling curriculum to further reflect the new 2024 CACREP Standards
 - Support the orientation and onboarding process for newly hired faculty to support the school counseling program and assist with the alignment of the 2024 CACREP Standards.
 - Integrate additional school counseling concepts into courses due to the hiring of an additional school counseling faculty member.
 - 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.
 - Increase content related to school environments and structures throughout course work.
 - Revise evaluation criteria and fieldwork handbook to reflect 2024 CACREP Standards.