

Comprehensive Program Evaluation

2020

Counselor Education ~ Auburn University at Montgomery

The processes below detail the steps in the Comprehensive Assessment Plan for the Counselor Education Program at Auburn University at Montgomery. The assessment plan addresses both the continuous systematic program evaluation processes as well as the assessment of student learning outcomes processes. The assessment plan is related to the *AUM Counseling Program Objectives* (see page 9 & referenced in each section under, “Level & Related to Program Objectives”) and detailed at both the curricular experiences and overall program level in relation to assessing direct evidence of student learning.

The Comprehensive Program Evaluation is displayed by year on the Counselor Education webpage and gives the actual findings for this plan every year.

AGGREGATE ASSESSMENT OF STUDENT SUCCESS (2.E.1.)			
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
1. AQI – Key Performance Indicators (KPI)	Students are evaluated for their performance on the CACREP KPI academic outcomes and dispositions on the LiveText system developed for that class. An annual aggregation of this data is reviewed for overall program improvement.	Individually – Mid-term and end of each semester Aggregated – Spring Semester Data meeting	(D.E.1. & 2.) Individual Student and Systematic program evaluation
			Program Obj: 2 - 4, 6 – 7, & 10
Minimum Thresholds: Student individual thresholds are set a 70% or a “Basic” on the KPI Rubric (see below). Thresholds for overall program evaluation is set at 80% of students are performing at no less than the “Competent” level for each KPI area.			
Means of Collection & Assessment: The AUM Counseling Program faculty evaluate Students individually regarding CACREP outcomes through their submissions via the LiveText (or AUM Internal Excel Evaluation after Fall 2025) online system. The AUM Counseling Program faculty evaluate the aggregated data for each year for overall program performance.			
Results: Student work is evaluated on CACREP outcomes for each class on a 4-point scale comprised of the following: (1) Unsatisfactory, (2) Basic, (3) Competent, and (4) Exceptional. The professor uses these outcomes to guide the individual student. The annual aggregate of all these evaluations is used for program improvement.			
Outcomes: 80% of the overall student performance was in the KPI’s common to all students all scores fell in the Competent or Exceptional range.			
Likewise, the KPI’s specific to Clinical Mental Health Counseling students and those specific to School Counseling students, 80% of the overall student performance fell in the Competent or Exceptional range. Some outliers were noted in the Core academic area (KPI 9& 10) as well as lesser outliers in Clinical Mental Health area that were investigated. We will continue to monitor KPI 9 & 10.			
For the KPI’s specific to School Counseling students, all student scores fell in the Competent or Exceptional range.			
See the “Exhibits and details” section for more detailed information.			
Dissemination: After the students submit their work to the LiveText system for evaluation. The results of their evaluation are available to them on-line through LiveText or by instructor contact.			
The aggregate of the scores is made available to faculty through the LiveText (or AUM) system and were reviewed in the			

annual faculty data meetings by the Department Head and faculty for any remediation. The annual cumulative results of this data along with other data sources placed on the Program Web page at https://www.aum.edu/degree/masters-eds-school-clinical-mental-health-counseling/			
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
2. AQI – Professional Dispositions (aka Faculty Review of Student Performance)	Students’ academic skills, clinical skills, ethical and professional behavior and personal characteristics are assessed by all counseling faculty.	Individually – End of the Fall semester or upon concern	Individual Student and Systematic program evaluation
		Aggregated – Spring Semester Data meeting	(2.E.1) Program Obj: 2, 3, 6 – 8, & 10
Minimum Thresholds: Student individual thresholds are set a 50% (or 25 points) according to the point spread indicated below in “Data, Measures & Formats.” Note: if the student’s Clinical Skills are rated “N/A” (or not assessed) their threshold would be 50% (or 19 points). The aggregated threshold for program evaluation is 50% overall student performance.			
Results: The AUM Counseling Program faculty meet at the end of the Fall semester to evaluate Students in the areas of academic skills, clinical skills, ethical and professional behavior and personal characteristics. Individual faculty may reach out at any time during the semester if a student appears to be struggling or underperforming in any area. The student is ranked by consensus vote of the counseling faculty in the above-mentioned areas as (1) Strength (2 pts), (2) No Concern (1 pt), (3) Concern (zero), or (4) N/A. A score of 25 to 50 is Recommended for continuance in the program. A score of less than 25 will result in provisionally Recommend, Remediate, or Do not recommend. Individual areas may be remediated as needed. Based on the results of the review, the faculty determine if student is recommended to continue in the program by voting in the following manner: (1) Recommend, (2) Provisionally recommend, (3) Remediate, or (4) Do not recommend. The overall student performance in Professional Dispositions as well within the “No Concern” or “Strength” levels for over 50% of the students for the years the 2020 year. Note the chart in the “Exhibits and details” section for more detailed information ranges from strength to concern in that order. All students were recommended for continuance in the program the 2020 year. See the “Exhibits and details” section for more detailed information.			
Remediation of unmet Thresholds: no remediation was needed for 2020.			
Dissemination: Students are advised of their results through direct contact by their instructor to correct areas of performance or through formal remediation. The annual cumulative results of this survey are included anonymously with other data sources placed on the Program Web page at https://www.aum.edu/degree/masters-eds-school-clinical-mental-health-counseling/			
GRADUATE OUTCOMES (2.E.2.)			
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
3. AQI – Pass Rate on Credentialing Exams	The National Counselor Exam is the credentialing exam for Clinical Mental Health Counselors and the Praxis Exam is used to credential School Counselors.	At the end of the individual student’s program of study	(D., E.1., E.2.) Individual Student & Program
			Program Obj: 2, 3, & 6 – 8
Minimum Thresholds: No less than 80% of students in each class should of students in the program should pass the National Counselor Exam and/or Praxis Exam for School Counselors on their first attempt.			

Results & Means of Collection & Assessment: The National Counselor Exam (NCE) is administered online by the National Board for Certified Counselors and is used for the NCC certification as well as the licensing exam for most states. NBCC reports passing scores to counseling programs by email.			
The Praxis School Counselor exam (5422) is aligned with the ASCA School Counselor Professional Standards & Competencies and the ASCA National Model. Is administered online by ETS who reports passing scores to school counseling programs electronically.			
100% of the NCE and Praxis exams reported passing for 2020. See the “Exhibits and details” section for more detailed information.			
Dissemination: The individual results of the NCE & Praxis are confidential. Passing rates on these credentialing exams are posted on the program website in the annual Program Evaluation at https://www.aum.edu/degree/masters-eds-school-clinical-mental-health-counseling/ .			
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
4. AQI – Degree Completion Rates	Completion rates are calculated on a student taking the minimum number of classes per semester. Typically, students will complete the program in no more than 3 years (or 9 semesters).	At the end of the individual student’s program of study	(D., E.1., E.2.) Individual Student & Program
			Program Obj: 2, 3, & 6 – 8
Minimum Thresholds: No less than 90% of students enrolled for the minimum number of classes and attending each semester should complete the program in 3 continuous years (or 9 continuous semesters).			
Results: The AUM Office of Institutional Effectiveness provides completion rates of all students completing both the CMHC and School Counseling Masters to the counseling department head. This report excludes enrolled AUM employees who are only allowed 5 discounted graduate courses in a year.			
In 2020, 100% of students in both the Clinical Mental Health and School Counseling tracks completed within the 3 year time frame.			
See the “Exhibits and details” section for more detailed information.			
Remediation of unmet Thresholds: no remediation was needed for 2020.			
Dissemination: Completion rates are included in the CACREP Vital Statistics Survey and are also posted on the program website in the annual Program Evaluation at https://www.aum.edu/degree/masters-eds-school-clinical-mental-health-counseling/			
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
5. AQI – Employment Rates	The level of employment at graduation or post-graduation will be measured to assure that students are being employed in a timely manner.	At the end of the individual student’s program of study and in the year past graduation	(D., E.1., E.2.) Individual Student & Program
			Program Obj: 2, 3, & 6 – 8
Minimum Thresholds: 90% of students graduates surveyed in each year should report employment in a counseling or counseling related setting.			
Means of Collection & Assessment: Students will be asked to complete the “Employment Survey” in their final semester which will request contact information for follow-up and employment information. Those that are not employed or offered employment at the time of graduation will be sent a digital follow-up survey a year after graduation.			
Results: In 2020, 100% of students in both the Clinical Mental Health and School Counseling tracks were hired or offered employment within the time frame.			

See the “Exhibits and details” section for more detailed information.
Remediation of unmet Thresholds: no remediation was needed for 2020.
Dissemination: Employment and doctoral admission rates are posted on the program website in the annual Program Evaluation at https://www.aum.edu/degree/masters-eds-school-clinical-mental-health-counseling/
DIVERSE LEARNING COMMUNITY (2.E.3.) Program Objectives 1 & 3.
6. AQI - As part of identifying underrepresented populations and the continuous and systematic efforts to recruit, enroll, and retain a diverse group of students and faculty, the AUM counselor education program analyzes demographic data with regard to students as well as demographic data of full-time faculty & faculty retention rates. See the “Exhibits and details” section for more detailed information.

FIELDWORK (2.E.4.)			
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
7. AQI – Student Placement Rates at Practicum and Internship Sites	The placement rates for student field work in Practicum and Internship are determined for success in locating field experience for counseling students.	No later than the end of the second week of the semester.	(2.E.4.) Individual Student & Program Program Obj: 2, 3, & 6 – 8
Minimum Thresholds: All students (90%) should secure an appropriate setting for practicum and internship fieldwork by no later than the end of the second full week of the semester (or the last day to drop for a full refund whichever comes first).			
Results: In 2020 all students were place in field placements within the timeframe. Note: 4 students withdrew due to personal issues and I lost placement due to a business closure. See the “Exhibits and details” section for more detailed information.			
Remediation of unmet Thresholds: No remediation needed.			
Dissemination: Field placement rates are posted on the program website in the annual Program Evaluation at https://www.aum.edu/degree/masters-eds-school-clinical-mental-health-counseling/			

FOLLOW-UP STUDIES (2.F.)			
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
10. AUM Counseling Program Alumni Survey	Former students are surveyed at least every 3 years during the Spring Semester.	Spring Semester every 3 years	(2.F.1.) Overall systematic program evaluation
		Next in 2024	Program Obj: 3, 4, & 10
Minimum Thresholds: The aggregated threshold for program evaluation is 90% reporting “Overall evaluation of your training” in the Good to excellent range, and 80% reporting in the Good to excellent range for individual areas of training.			
Data, Measures & Formats: Former students are contacted through personal email at least every 3 years during the Spring Semester and asked to complete the online survey for the purpose of input and program improvement. The self-report survey is provided online and utilizes multiple choice, ranking, and open comment formats. The survey includes measures of preparedness related to AUM class offerings, professional development through the program, Faculty-to-student mentoring, and professional identity & involvement.			
Results: The survey of data from 2019 – 2020 is provided in the Exhibits section. The responses to the Alumni Survey inclusive of the dates 2019 – 2020 it, and the corresponding Chart 12, show that the thresholds were met.			
See the “Exhibits and details” section for more detailed information. The next survey is scheduled in 2023.			
Remediation of unmet Thresholds: Any necessary actions resulting from the analysis of the survey data will be reported to the head of the department who will assign the task of remediation or curriculum improvement to the appropriate person(s).			
Dissemination: The annual cumulative results of this survey are included anonymously with other data sources placed on the Program Web page at https://www.aum.edu/degree/masters-eds-school-clinical-mental-health-counseling/			
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
11. Site Supervisors’ Evaluation of the AUM Counseling Program	Site supervisors are asked to rate the AUM Counseling Program’s success in preparing students in terms of overall: knowledge base, counseling skills, time management, self-care/wellness, ethics, documentation, professionalism, and effectiveness with clients.	Spring semester every 3 years	(2.D., 2.E.1.&2.) Systematic program evaluation and Individual Student
			Program Obj: 2 - 5, & 10
Minimum Thresholds: The aggregated threshold for former Site Supervisors’ Evaluation of the AUM Counseling Program is 80% for all areas evaluated as well as an overall rating of 80% based on no less than a 4 on the 5-point scale of the evaluation.			
Means of Collection & Assessment: Former Practicum and Internship site supervisors are asked to complete the “Site Evaluation of the AUM Counseling Program” through an email or through personal contact with the clinical coordinator. This is reported every three years for trend analysis.			
Results: The survey of data from of former Site Supervisors from 2019-2020 is provided in the Exhibits section. The responses to the former Site Supervisors Survey inclusive of the dates 2019 – 2020 it, and the corresponding Chart 12, show that the thresholds were met.			
See the “Exhibits and details” section for more detailed information. The next survey is scheduled in 2023.			
Analysis and Utilization: The results of the survey are compiled and discussed with program faculty at the annual data meeting for program improvement.			
Remediation of unmet Thresholds: If the aggregate findings of the survey fall below the 80% rating on any specific area or as a whole, the head of the department and clinical coordinator will meet with faculty to explore options for either curriculum improvement or skills training. This discussion may also be taken to the advisory board for input.			

Dissemination: The annual cumulative results of this survey are included anonymously with other data sources placed on the Program Web page at <https://www.aum.edu/degree/masters-eds-school-clinical-mental-health-counseling/>

Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
12. Program Graduate Employers Evaluation of the AUM Counseling Program survey	Feedback from employer supervisors of former students is requested no less than every 3 years through the <i>Program Graduate Employers Evaluation of the AUM Counseling Program survey</i> .	End of Spring Semester on a 3-year cycle	(D., E.1., F.) Program evaluation
			Program Obj: 2 - 5, 7, 9, & 10
Minimum Thresholds: The aggregated threshold for the “ <i>Program Graduate Employers Evaluation of the AUM Counseling Program survey</i> ” is 80% for all areas evaluated as well as an overall rating of 80% based on no less than a 4 on the 5-point scale of the evaluation.			
Means of Collection & Assessment: Program graduate supervisors are asked to complete the “ <i>Program Graduate Employers Evaluation of the AUM Counseling Program survey</i> ”			
Results: The survey of data from Employers of graduates 2019-2020 is provided in the Exhibits section. The responses from Employers of graduates inclusive of the dates 2019 – 2020 it, and the corresponding Chart 12, show that the thresholds were met. See the “Exhibits and details” section for more detailed information. The next survey is scheduled in 2023.			
Measures & Formats: Employer supervisors of former students are asked to rate the AUM Counseling Program’s success in preparing the employee (i.e. former student) in terms of overall: knowledge base, counseling skills, time management, self-care/wellness, ethics, documentation, professionalism, and effectiveness with clients.			
Analysis and Utilization: The results of the employers’ evaluations are compiled every 3 years and are evaluated as an aggregate by program faculty at the annual data meeting for program improvement.			
Remediation of unmet Thresholds: The aggregation of these results will be discussed at the annual data meeting and with the Advisory Board in order to make program improvements. Programmatic remediation will then be implemented as directed by the Department Head.			
Dissemination: The annual cumulative results of this survey are included anonymously with other data sources placed on the Program Web page at https://www.aum.edu/degree/masters-eds-school-clinical-mental-health-counseling/			

AUM Counseling Program Objectives

The objectives for the Auburn Montgomery Counselor Education area are to:

1. Recruit and select qualified graduate students with appropriate attention given to the inclusion of candidates from diverse and under-served populations;
2. Offer a graduate curriculum which reflects the preparation standards of the profession as described by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP);
3. Educate graduate level counselors in the knowledge, skills, attitudes, philosophical orientation, and technological applications to facilitate their working effectively with diverse populations;
4. Provide specialized programs for the preparation of professional counselors to work in a wide variety of public and private educational and human services settings;
5. Collaborate with schools and human service agencies in planning and evaluating the counselor education program, and in providing experiential opportunities for the counseling students;
6. Provide counseling students with research skills appropriate for their preparation level, and instill a commitment to the pursuit of scholarly research;
7. Provide students with a framework in professional, ethical, and legal issues related to counseling;
8. Help students develop a strong professional counseling identity by promoting student knowledge of professional associations and appreciation of the importance and value of active involvement;
9. Assist graduates and potential employers in the identification of appropriate placement opportunities; and
10. Maintain a systematic, comprehensive and integrated plan of program evaluation.



AUM Counseling Program Annual Report

2020

Exhibits and details of the Annual Evaluation For the Master's in Clinical Mental Health & School Counseling Contents

The following data and explanations below are provided to our community partners, our students, and to the public. This document follows the order as indicated below:

- **Key Performance Indicators (KPI's):** Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.
- **Professional Dispositions:** The commitments, characteristics, values, beliefs, and behaviors that dispositions influence the counselor's professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations.
- **Graduate Outcomes:**
 - **Pass rates on credentialing examinations** (i.e. the National Counselor Exam (for Clinical Mental Health Counselors and the Praxis Exam for School Counseling),
 - **Degree completion rates** within 3 continuous years of beginning the program, and

- **Employment rates** by a year of graduation.
- **Diverse Learning Community:** As part of identifying underrepresented populations and the continuous and systematic efforts to recruit, enroll, and retain a diverse group of students and faculty, the AUM Counselor Education Program analyzes demographic data with regard to students as well as demographic data of full-time faculty.
- **Fieldwork:** In its efforts to provide positive fieldwork experiences, the AUM Counselor Education Program reports the achievement of minimum thresholds for student placement rates at practicum and internship sites.
- **Follow-up Studies:**
 - Graduates of the AUM Counseling Program,
 - Fieldwork site supervisors, and
 - Employers of program graduates.
- **Advisory Committee:** The AUM Counselor Education Program solicits feedback from an advisory committee regarding proposed curriculum modification and program improvement. Our advisory committee comprises representatives from the program faculty, current & former students, and community partners with diverse identities and perspectives.
AUM welcomes your input! Persons interested in serving on this committee are encouraged to contact the Department Chair, Dr Paul Hard at phard@aum.edu.
- **Updates to this Annual Report are posted annually on the program website in the late spring of the following year.** Therefore, for example, the report for calendar year 2019 would be posted on the AUM website in the late Spring of 2020.

Aggregate Assessment of Student Success

Key Performance Indicators (KPI)

Entry-Level Programs: Core Curriculum Master's

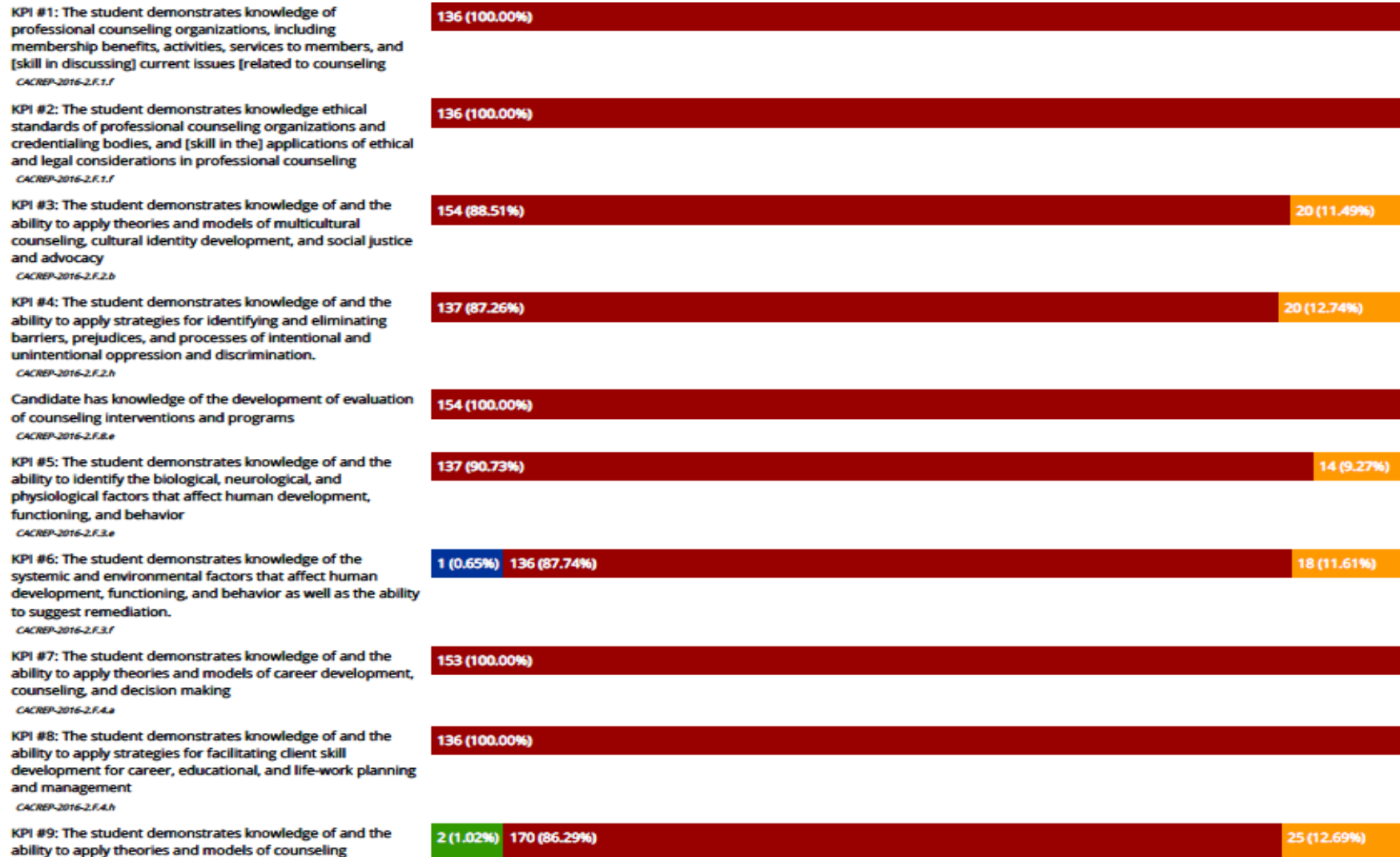
Performance: Table 1 & Chart 1 below provides the raw numbers of performance on the KPI's selected by faculty for the core academic area required of entry level students in all tracks of study for the 2020 year.

Table 1 & Chart 1 shows the overall performance as at or above the Competent level for all Key Performance Indicators in the core academic areas for 2020.

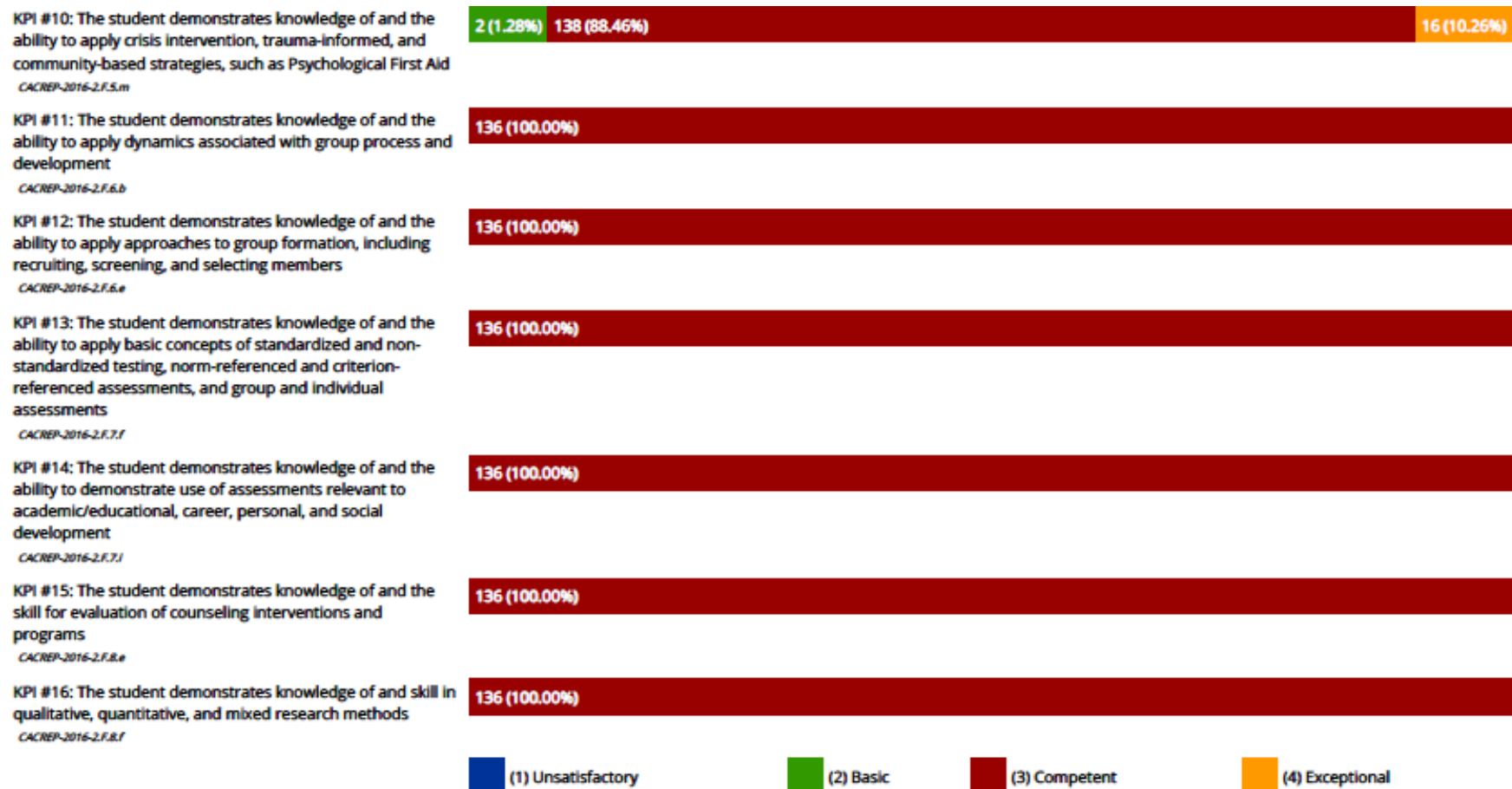
Table 1: CACREP Core Academic KPI Performance for the 2020 year.

	(1) Unsatisfactory (1 pts)	(1) Unsatisfactory (1 pts)	(2) Basic (2 pts)	(2) Basic (2 pts)	(3) Competent (3 pts)	(3) Competent (3 pts)	(4) Exceptional (4 pts)	(4) Exceptional (4 pts)	n	Mean	Mode	Stdev
KPI #1: The student demonstrates knowledge of professional counseling organizations, including membership benefits, activities, services to members, and [skill in discussing] current issues [related to counseling]	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000
KPI #2: The student demonstrates knowledge ethical standards of professional counseling organizations and credentialing bodies, and [skill in the] applications of ethical and legal considerations in professional counseling	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000
KPI #3: The student demonstrates knowledge of and the ability to apply theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	0	0.00%	0	0.00%	154	88.51%	20	11.49%	174	3.115	3.000	0.319
KPI #4: The student demonstrates knowledge of and the ability to apply strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	0	0.00%	0	0.00%	137	87.26%	20	12.74%	157	3.127	3.000	0.333
Candidate has knowledge of the development of evaluation of counseling interventions and programs	0	0.00%	0	0.00%	154	100.00%	0	0.00%	154	3.000	3.000	0.000
KPI #5: The student demonstrates knowledge of and the ability to identify the biological, neurological, and physiological factors that affect human development, functioning, and behavior	0	0.00%	0	0.00%	137	90.73%	14	9.27%	151	3.098	3.000	0.290
KPI #6: The student demonstrates knowledge of the systemic and environmental factors that affect human development, functioning, and behavior as well as the ability to suggest remediation.	1	0.85%	0	0.00%	136	87.74%	18	11.61%	155	3.108	3.000	0.362
KPI #7: The student demonstrates knowledge of and the ability to apply theories and models of career development, counseling, and decision making	0	0.00%	0	0.00%	153	100.00%	0	0.00%	153	3.000	3.000	0.000
KPI #8: The student demonstrates knowledge of and the ability to apply strategies for facilitating client skill development for career, educational, and life-work planning and management	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000
KPI #9: The student demonstrates knowledge of and the ability to apply theories and models of counseling	0	0.00%	2	1.02%	170	86.29%	25	12.69%	197	3.117	3.000	0.351
KPI #10: The student demonstrates knowledge of and the ability to apply crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	0	0.00%	2	1.28%	138	88.46%	16	10.26%	156	3.090	3.000	0.328
KPI #11: The student demonstrates knowledge of and the ability to apply dynamics associated with group process and development	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000
KPI #12: The student demonstrates knowledge of and the ability to apply approaches to group formation, including recruiting, screening, and selecting members	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000
KPI #13: The student demonstrates knowledge of and the ability to apply basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000
KPI #14: The student demonstrates knowledge of and the ability to demonstrate use of assessments relevant to academic/educational, career, personal, and social development	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000
KPI #15: The student demonstrates knowledge of and the skill for evaluation of counseling interventions and programs	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000
KPI #16: The student demonstrates knowledge of and skill in qualitative, quantitative, and mixed research methods	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000

Chart 1: CACREP Core Academic KPI Performance for the 2020 year. Chart 1 shows that overall student performance in the core academic areas was at or above the 80% threshold. Indicating that the program is performing as it should be for student performance.



AUM COUNSELING PROGRAM ASSESSMENT REPORTING

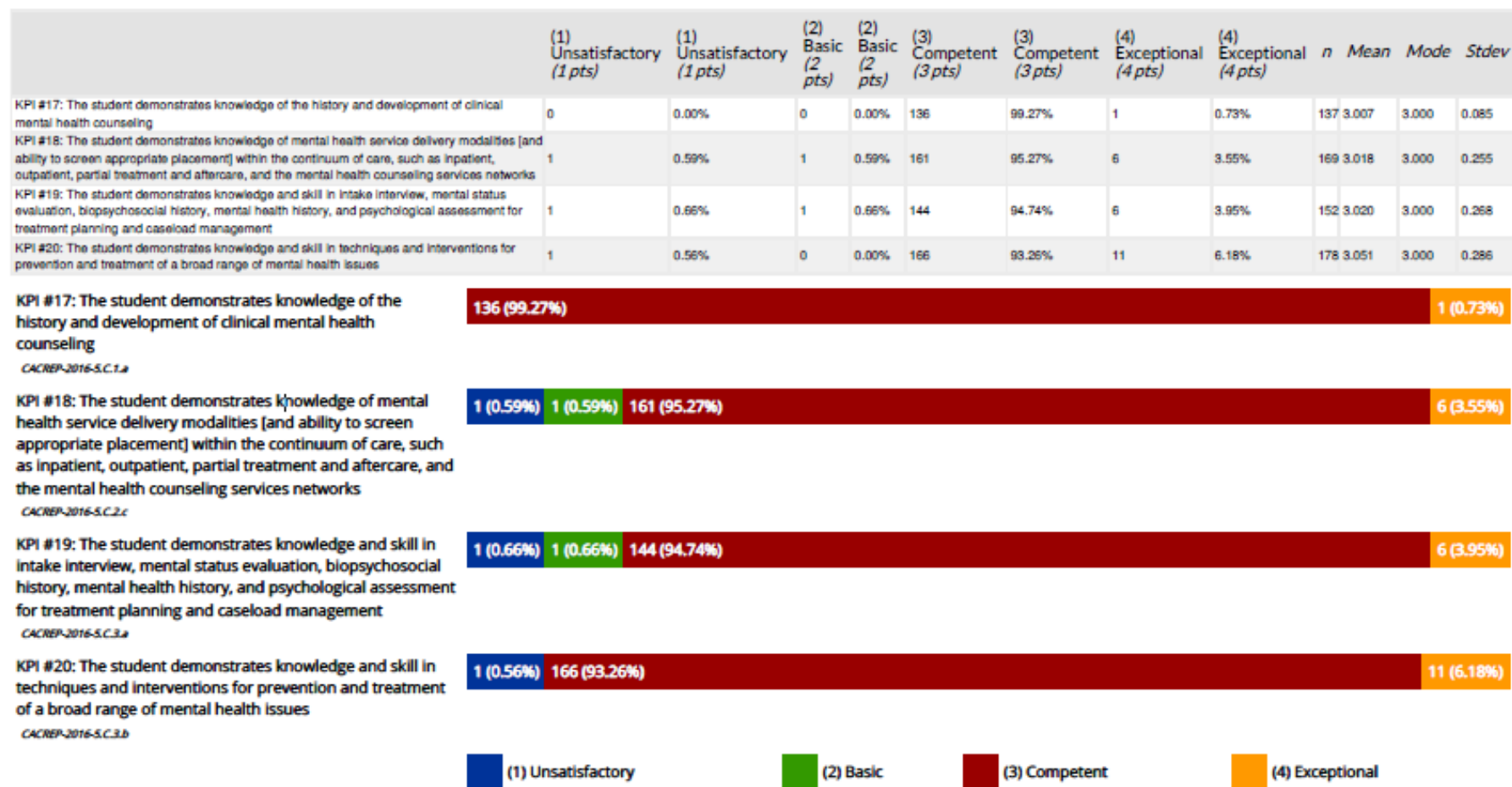


Performance in specialized Practice Areas (Clinical Mental Health Counseling): Table 2 and Chart 2 provide the raw numbers of performance on the KPI's selected by faculty for the core academic area required of entry level students in the Clinical Mental Health Counseling track of study for the 2020 year.

Chart 2 shows the overall performance as at or above the Competent level for all Key Performance Indicators in the Clinical Mental Health Counseling track of study for the 2020 year.

Table 2 & Chart 2: CACREP specialized Practice Areas (Clinical Mental Health Counseling) KPI Performance for the 2020 year

Table 2 and Chart 2 show the overall performance as at or above the Competent level for all Key Performance Indicators in the Clinical Mental Health track of study for the 2020 year. The chart below shows that overall student performance in the Clinical Mental Health Counseling area was at or above the 80% threshold. Indicating that the program is performing as it should be for student performance.



Performance in specialized Practice Areas (School Counseling): Table 3 and Chart 3 below provide the raw numbers of performance on the KPI's selected by faculty for the core academic area required of entry level students in the School Counseling track of study for the 2020 year.

Table 3 and Chart 3 show the overall performance as at or above the Competent level for all Key Performance Indicators in the School Counseling track of study for the 2020 year.

Table 3 and Chart 3: CACREP specialized Practice Areas (School Counseling) KPI Performance for the 2020 year

	(1) Unsatisfactory (1 pts)	(1) Unsatisfactory (1 pts)	(2) Basic (2 pts)	(2) Basic (2 pts)	(3) Competent (3 pts)	(3) Competent (3 pts)	(4) Exceptional (4 pts)	(4) Exceptional (4 pts)	n	Mean	Mode	Stdev
KPI #21: The student demonstrates knowledge of and skill in applying models of school counseling programs	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000
KPI #22: The student demonstrates knowledge of and skill in applying appropriate school counselor roles as leaders, advocates, and systems change agents in P-12 schools	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000
KPI #23 The student demonstrates knowledge of and skill in design and evaluation of school counseling programs	0	0.00%	0	0.00%	136	100.00%	0	0.00%	136	3.000	3.000	0.000
KPI #24 The student demonstrates knowledge of and skill in techniques of personal/social counseling in school settings	0	0.00%	0	0.00%	136	98.55%	2	1.45%	138	3.014	3.000	0.120

KPI #21: The student demonstrates knowledge of and skill in applying models of school counseling programs
CACREP-2016-S.G.1.b

136 (100.00%)

KPI #22: The student demonstrates knowledge of and skill in applying appropriate school counselor roles as leaders, advocates, and systems change agents in P-12 schools
CACREP-2016-S.G.2.a

136 (100.00%)

KPI #23 The student demonstrates knowledge of and skill in design and evaluation of school counseling programs
CACREP-2016-S.G.3.b

136 (100.00%)

KPI #24 The student demonstrates knowledge of and skill in techniques of personal/social counseling in school settings
CACREP-2016-S.G.3.f

136 (98.55%)

2 (1.45%)

(1) Unsatisfactory

(2) Basic

(3) Competent

(4) Exceptional

Professional Dispositions

Entry-Level Programs: Core Curriculum Master's

Performance: Student individual thresholds are set a 50% (or 25 points) according to the point spread indicated below in “Data, Measures & Formats.” Note: if the student’s Clinical Skills are rated “N/A” (or not assessed) their threshold would be 50% (or 19 points).

The aggregated threshold for program evaluation is 50% overall student performance.

Table 4 below provides the raw numbers of performance on Professional Dispositions evaluated by faculty for all academic tracks at the Master’s level for the 2020 year.

Chart 4 (as following Table 4) shows the overall performance as well within the “No Concern” or “Strength” levels for over 50% of the students for the years the 2020 year.

Professional Dispositions 2020	Strength	No Concern	Concern
Completion of assignments	32	10	4
Class Participation	30	16	0
Quality of Work	32	14	0
Attendance	44	2	0
Punctuality	32	14	0
Basic Attending Skills	24	1	0
Intentionality	22	4	0
Case Conceptualization	22	4	0
Treatment Outcomes	24	2	0
Accountability/Record Keeping	22	4	0
Use of appropriate Counseling Techniques	22	4	0
Ethical Conduct	46	0	0
Professional Conduct	46	0	0
Respect for Diversity	46	0	0
Communication Skills	46	0	0
Professional Identity	44	2	0

AUM COUNSELING PROGRAM ASSESSMENT REPORTING

Professional Dispositions 2020	Strength	No Concern	Concern
Stability	46	0	0
Maturity	46	0	0
Cooperativeness	46	0	0
Motivation	46	0	0
Peer Relationships	46	0	0
Reaction to Feedback	44	2	0
Comportment	46	0	0
Appropriate Dress	46	0	0
Attitude	46	0	0

Table 4: Professional Dispositions for 2020



Graduate Outcomes

Pass Rates on Credentialing Exams

Clinical Mental Health & School Counseling Master's

Performance: The table below (Table 5) provides the numbers of graduates in 2020 by specific practice area along with the number who passed their exam for a percentage of graduates who successfully passed their respective exams.

Remediation: No remediation needed.

Table 5: Pass Rates on Credentialing Exams

	Clinical MH Graduates	Passed Exam	Percent Passed	School Graduates	Passed Exam	Percent Passed
2020	5	5	100%	1	1	100%

Degree Completion Rates

Clinical Mental Health & School Counseling Master's

Performance: The table below (Table 6) provides the number of graduates who completed the program in 2020 along with the number who completed within the 3-year expected range. This table excludes employees for the reasons previously mentioned above.

Table 6: Degree Completion Rates

	Clinical MH Graduates	3 Year Completers	Percent Completing	School Graduates	3 Year Completers	Percent Completing
2020	5	5	100%	1	1	100%

Employment Rates

Clinical Mental Health & School Counseling Master's

Performance: No less than 90% of students graduates surveyed in each year should report employment in a counseling or counseling related setting. The table below (Table 7) provides the number of graduates who completed the program by year along with the number who completed within the 3-year expected range. This table excludes employees for the reasons previously mentioned above.

Table 7: Employment & Doctoral Admission Rates

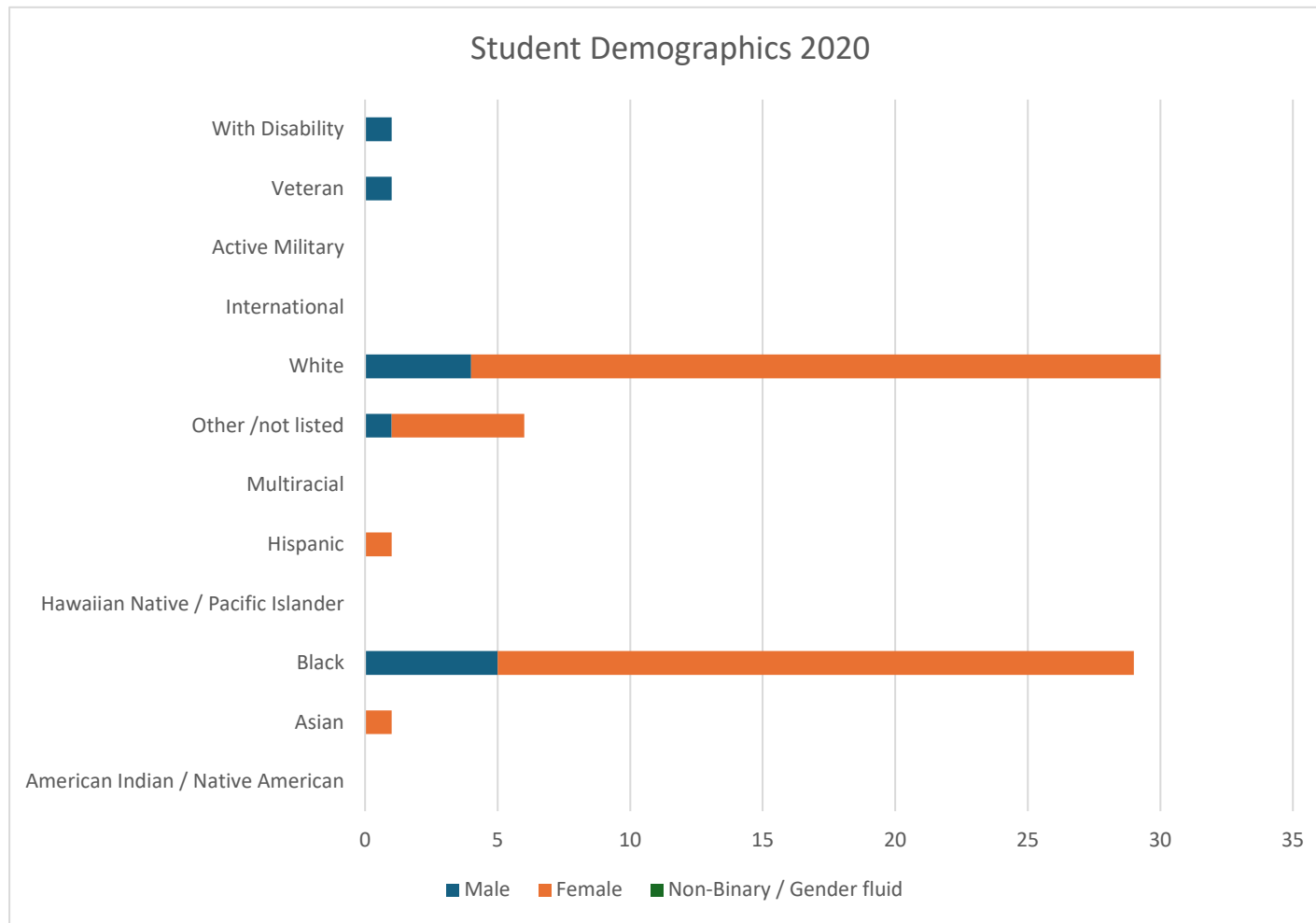
	Clinical MH Graduates	Employed within a year of graduation.	Percent employed	School Graduates	Employed within a year of graduation	Percent Completing
2020	5	5	100%	1	1	100%

Diverse Learning Environment

Students Enrolled

2021	Male	Female	Non-Binary / Gender fluid
American Indian / Native American	0	0	0
Asian	0	1	0
Black	5	24	0
Hawaiian Native / Pacific Islander	0	0	0
Hispanic	0	1	0
Multiracial	0	0	0
Other /not listed	1	5	0
White	4	26	0
International	0	0	0
Active Military	0	0	0
Veteran	1	0	0
With Disability	1	0	0

Chart 8: Demographics of Enrolled Students



Full-Time Faculty

Table 9: Faculty Composition

Faculty Composition	Gender	Race	Start of Service	End of Service	Length of Service	Faculty Composition to present
Faculty 1	Male	White	1/1/2008	n/a	12 years	100% Male 25% Asian Male & 75% White Male
Faculty 2	Male	White	8/15/2018	n/a	2 years	
Faculty 3	Male	Asian	8/15/2020	n/a	12 mos	

Full-Time Faculty: Retention Rates

Retention Rates: The program reports annually on the demographics of Full-Time Faculty retention rates and posts these on the program website in the annual Program Evaluation as well as report these findings to CACREP via the online Vital Statistics Survey, to promote a diverse learning community. Since, faculty demographics are fairly stable, the aggregation above (see Table 9 Faculty Composition) shows the faculty composition over time as changes have occurred. Faculty has been stable for the faculty since the last time that faculty separated from the program was in 2018.

Fieldwork

Student Placement Rates at Practicum and Internship sites

Performance: The table below (Table 10) provides the numbers of students who entered their fieldwork by year along with the number of withdrawals to calculate a placement rate. Withdraws due to illness, personal crisis, or financial reasons are not counted in the placement rate.

Table 11: Student Placement Rates at Practicum and Internship sites

	Total Enrolled in Fieldwork	Number to Withdraw	Percent Successfully Placed in Fieldwork	Notes
2020	27	1	100%	One withdrawal due to COVID

Follow-Up Studies

Alumni Survey

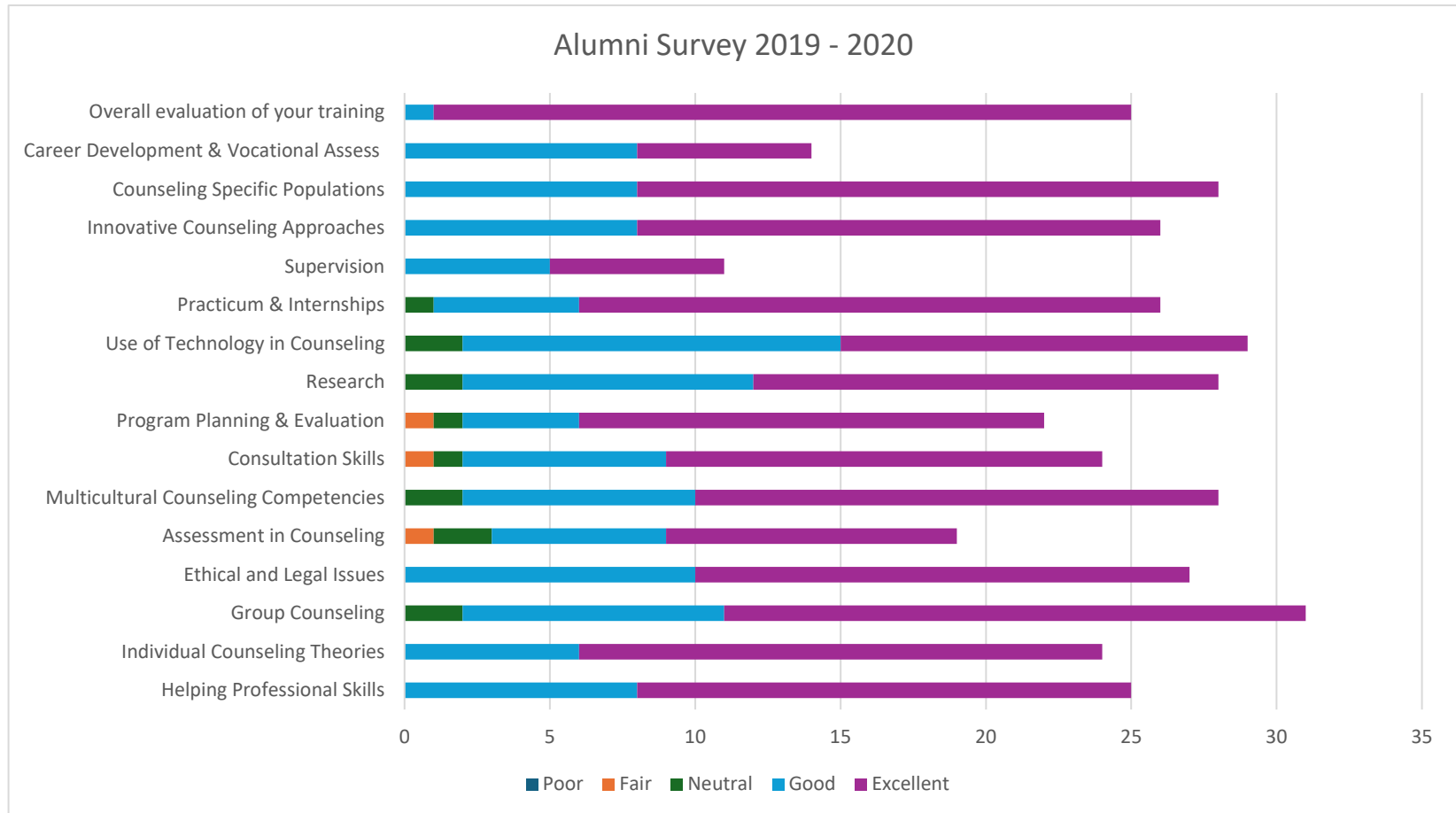
Performance Schedule: The survey results from 2019 – 2020 are listed below. After this year, the survey will be done every 3 years, therefore the next survey is due in 2023.

For reference, the table below (Table 12) provides the responses to the Alumni Survey inclusive of the dates 2019 – 2020 it, and the corresponding Chart 12, show that the thresholds were met.

Table 12: Alumni Survey 2019 – 2020

2019-2020	Poor	Fair	Neutral	Good	Excellent	N/A
Helping Professional Skills				8	17	
Individual Counseling Theories				6	18	
Group Counseling			2	9	20	
Ethical and Legal Issues				10	17	
Assessment in Counseling		1	2	6	10	
Multicultural Counseling Competencies			2	8	18	
Consultation Skills		1	1	7	15	
Program Planning & Evaluation		1	1	4	16	
Research			2	10	16	
Use of Technology in Counseling			2	13	14	
Practicum & Internships			1	5	20	
Supervision				5	6	
Innovative Counseling Approaches			0	8	18	
Counseling Specific Populations				8	20	
Career Development & Vocational Assess				8	6	2
Overall evaluation of your training				1	24	

Chart 12: Alumni Survey 2019 – 2020



Site Supervisors Survey

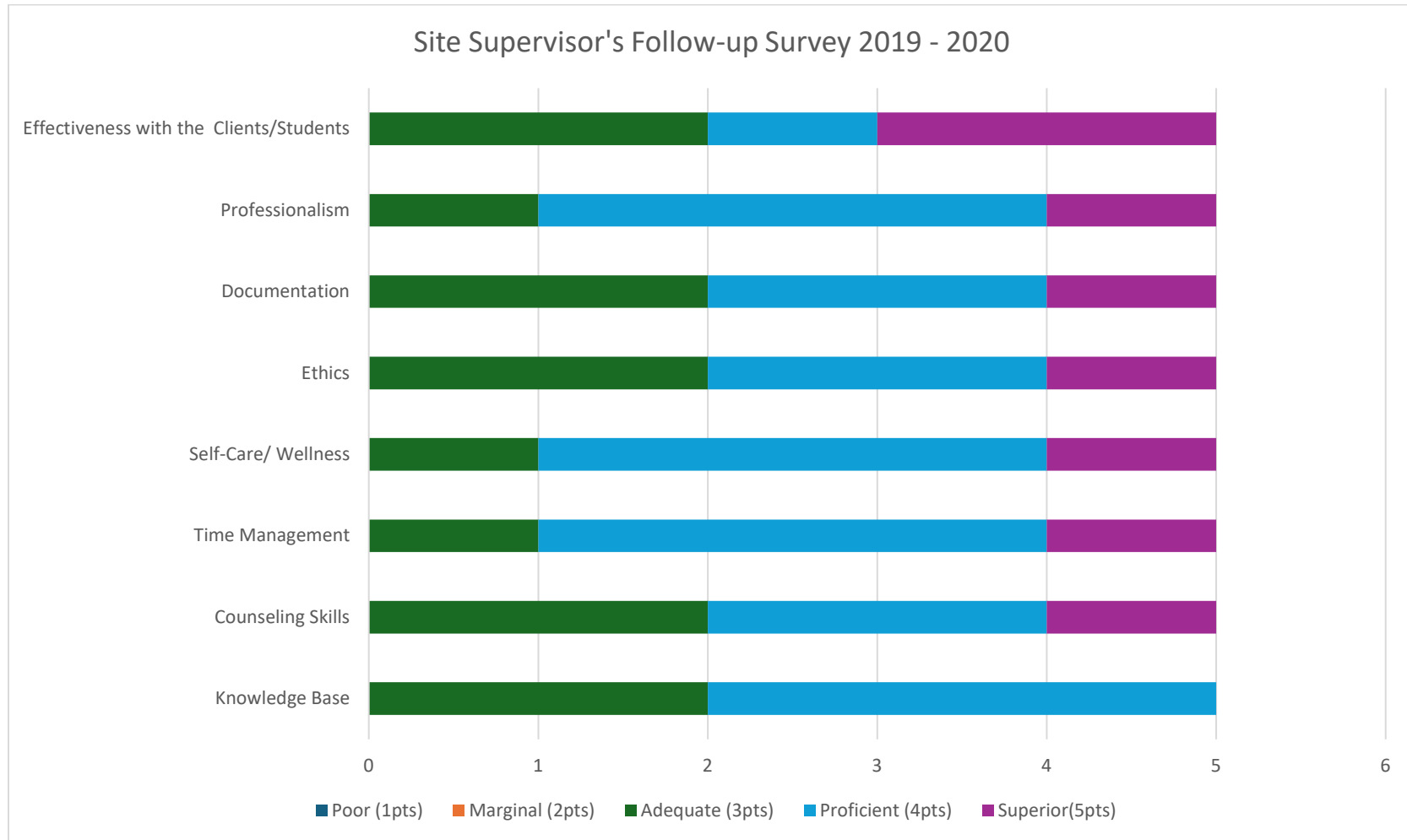
Performance Schedule: The survey results from 2019 – 2020 are listed below. After this year, the survey will be done every 3 years, therefore the next survey is due in 2023.

For reference, the table below (Table 13) provides the responses to the Alumni Survey inclusive of the 2019 – 2020 it, and the corresponding Chart 13, show that the thresholds are met.

Table 13: Site Supervisors Survey 2019 – 2020

2019-2020	Poor (1pts)	Marginal (2pts)	Adequate (3pts)	Proficient (4pts)	Superior(5pts)
Knowledge Base	0	0	2	3	0
Counseling Skills	0	0	2	2	1
Time Management	0	0	1	3	1
Self-Care/ Wellness	0	0	1	3	1
Ethics	0	0	2	2	1
Documentation	0	0	2	2	1
Professionalism	0	0	1	3	1
Effectiveness with the Clients/Students	0	0	2	1	2

Table 13: Site Supervisors Survey 2019 – 2020



Program Graduate Employers Survey

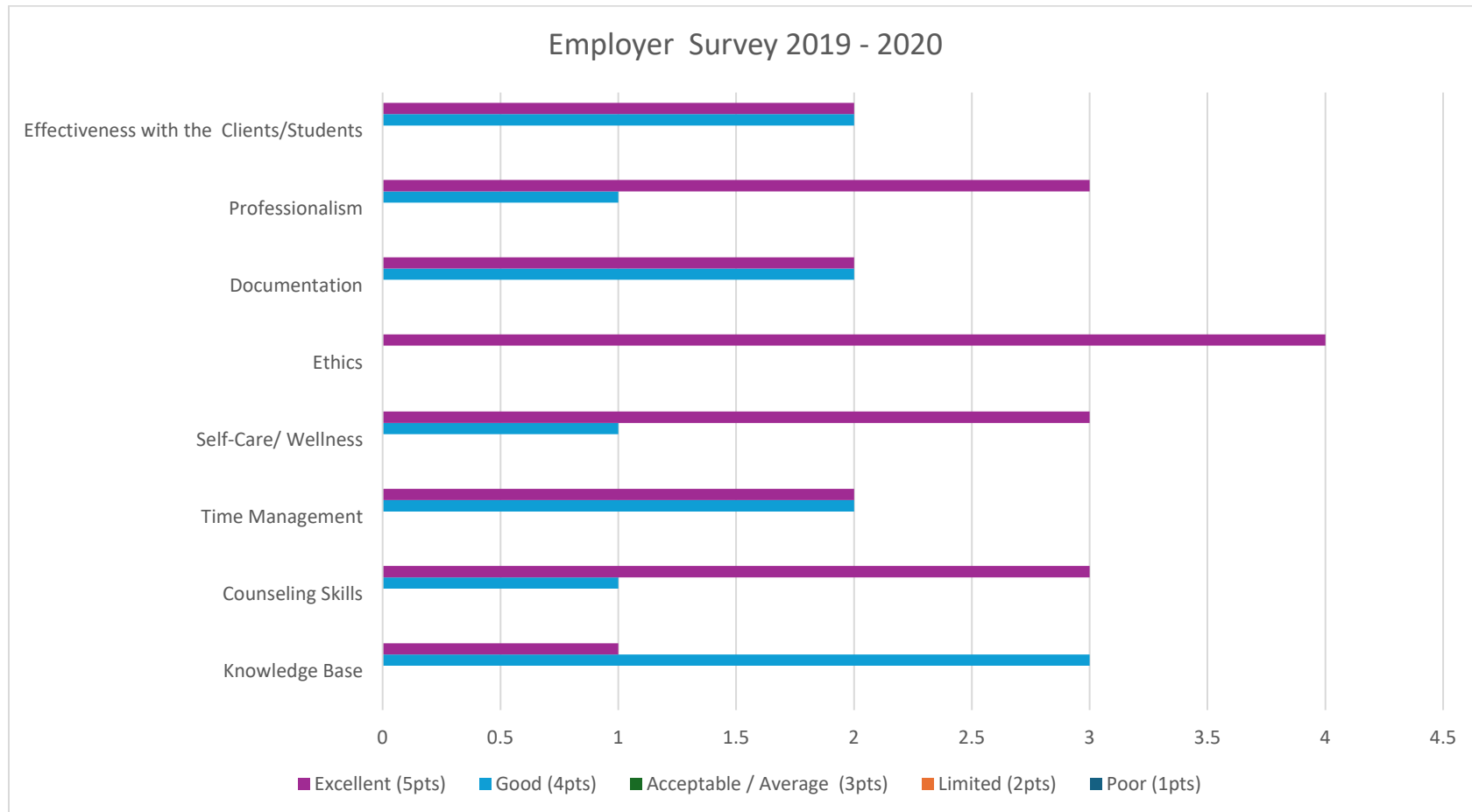
Performance Schedule: The survey results from 2019 – 2020 are listed below. After this year, the survey will be done every 3 years, therefore the next survey is due in 2023.

For reference, the table below (Table 15) provides the responses to the Alumni Survey inclusive of the dates 2019 – 2020 and the corresponding Chart 15, show that the thresholds are met.

Chart 14: Program Graduate Employers 2019 – 2020

2019-2020	Poor (1pts)	Limited (2pts)	Acceptable (3pts)	Good (4pts)	Excellent (5pts)
Knowledge Base				3	1
Counseling Skills				1	3
Time Management				2	2
Self-Care/ Wellness				1	3
Ethics					4
Documentation				2	2
Professionalism				1	3
Effectiveness with the Clients/Students				2	2

Table 14: Program Graduate Employers 2019-2020



From: [cacrep](#)
To: [Heidi Campbell](#)
Subject: FW: QuestionPro - [2020 Vital Statistics Survey] - 91523261
Date: Friday, December 4, 2020 10:52:22 AM

From: noreply@mail.questionpro.com <noreply@mail.questionpro.com>
Sent: Thursday, December 3, 2020 7:38 PM
To: cacrep <cacrep@cacrep.org>
Subject: QuestionPro - [2020 Vital Statistics Survey] - 91523261

Response Details

ID	91523261
Timestamp	12/03/2020 15:18:23
IP Address	66.168.244.66
Time Taken	1269 seconds
Survey Language	English
Email Address	
Email List	

Geo Coding

Country	US
Region	AL
City	Montgomery
Area Code	334
DMA Code	698

Institution Name:

Auburn University at Montgomery

* Institution Type:

»Public

* Institution Location/Region:

»Southern Region (i.e., AL, AR, FL, GA, KY, LA, MD, MS, NC, SC, TN, TX, VA, WV)

* Do you have a CACREP-accredited REHABILITATION COUNSELING program accredited under the CORE standards? (This does not include the Dually accredited Clinical Mental Health Counseling and Clinicals Rehabilitation Counseling program or Clinical Rehabilitation Counseling, which will both be options later in the survey)

»No

* Do you currently have one or more counseling programs accredited under the 2009 CACREP Standards?

»No

* Do you have one or more counseling programs accredited under the 2016 CACREP Standards?

»Yes

* Do you have a CACREP-accredited ADDICTION COUNSELING program under the 2016 Standards?

»No

* Do you have a CACREP-accredited CAREER COUNSELING program under the 2016 Standards?

»No

* Do you have a CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program under the 2016 Standards?

»Yes

What is the minimum number of credit (semester) hours required for your CLINICAL MENTAL HEALTH COUNSELING degree?

60

How many students are currently enrolled in your CLINICAL MENTAL HEALTH COUNSELING program?

42

How many students graduated from your CLINICAL MENTAL HEALTH COUNSELING program in the past year?

5

* To the best of your knowledge, what is the completion rate of students from your CLINICAL MENTAL HEALTH COUNSELING program?

»98%

* To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CLINICAL MENTAL HEALTH COUNSELING program?

»100%

* To the best of your knowledge, what is the job placement rate of graduates from your CLINICAL MENTAL HEALTH COUNSELING program who were actively seeking employment?

»100%

* Within your academic unit, do you have a second program accredited as a CLINICAL MENTAL HEALTH COUNSELING program?

»No

* Do you have a CACREP-accredited CLINICAL REHABILITATION COUNSELING program under the 2016 Standards?

»No

* Do you have a CACREP-accredited COLLEGE COUNSELING AND STUDENT AFFAIRS program under the 2016 Standards?

»No

* Do you have a CACREP-accredited MARRIAGE, COUPLE, AND FAMILY COUNSELING program under the 2016 Standards?

»No

* Do you have a CACREP-accredited SCHOOL COUNSELING program under the 2016 Standards?

»Yes

What is the minimum number of credit (semester) hours required for your SCHOOL COUNSELING degree?

51

How many students are currently enrolled in your SCHOOL COUNSELING program?

14

How many students graduated from your SCHOOL COUNSELING program in the past year?

1

* To the best of your knowledge, what is the completion rate of students from your SCHOOL COUNSELING program?

»99%

* To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your SCHOOL COUNSELING program?

»100%

* To the best of your knowledge, what is the job placement rate of graduates from your SCHOOL COUNSELING program who were actively seeking employment?

»100%

* Within your academic unit, do you have a second program accredited as a SCHOOL COUNSELING program?

»No

* Do you have a CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral program under the 2016 Standards?

»No

How many applications for your MASTER'S level CACREP-accredited program(s) did you receive in the past year?

20

* Non-CACREP-Accredited Programs: Please select all programs offered by your academic counseling unit that are NOT ACCREDITED by CACREP.

»Other Education Specialist

* Are you able to provide demographic information about students enrolled in your CACREP-accredited MASTER'S level COUNSELING program(s)?

»Yes

American Indian or Alaska Native

0

Asian

0

Black or African American

5

Hispanic or Latino

0

Native Hawaiian or Other Pacific Islander

0

White

4

Multiracial

0

Other/Undisclosed

1

Nonresident Alien

0

Active Duty Military

0

Veteran

1

Disabled

1

American Indian or Alaska Native

0

Asian

1

Black or African American

24

Hispanic or Latino

1

Native Hawaiian or Other Pacific Islander

0

White

26

Multiracial

0

Other/Undisclosed

5

Nonresident Alien

0

Active Duty Military

0

Veteran

0

Disabled

0

American Indian or Alaska Native

0

Asian

0

Black or African American

0

Hispanic or Latino

0

Native Hawaiian or Other Pacific Islander

0

White

0

Multiracial

0

Other/Undisclosed

0

Nonresident Alien

0

Active Duty Military

0

Veteran

0

Disabled

0

* Are you able to provide demographic information about students enrolled in your CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral program?

»Not Applicable (i.e., "I do not have an accredited CES doctoral program.")

How many FULL-TIME faculty members do you have in your academic counseling unit?

3

* Are you able to provide demographic information about FULL-TIME faculty members in your academic counseling unit?

»Yes

American Indian or Alaska Native

0

Asian

1

Black or African American

0

Hispanic or Latino

0

Native Hawaiian or Other Pacific Islander

0

White

2

Multiracial

0

Other/Undisclosed

Nonresident Alien

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Multiracial

Other/Undisclosed

Nonresident Alien

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Multiracial

Other/Undisclosed

Nonresident Alien

* Please rank the following categories of standards that you anticipate being challenging for your program to remain in compliance in the next 2-3 years (1 being most challenging):

1.S Core faculty course delivery (greater use of adjuncts)	3
1.T FTE ratio (exceeds 12:1 due to faculty cutbacks)	4
1.W Core Faculty (due to furloughs, layoffs, hiring freezes)	8
1.X Professional identity (due to reduced or no financial support, travel restrictions)	6
Practicum & Internship (difficulty in finding appropriate clinical sites)	1
3.H & 3.L Practicum & Internship (providing supervision: in person or distance)	5
3.G & 3.K Practicum & Internship (sufficient activities to meet direct contact requirement)	2
3.S & 3.U Practicum & Internship (maintaining FTE ratio for supervision: individual & group)	7

Rank values must be from 1 to 8

Please provide a contact email address. This address will be used if the CACREP office has any questions about the information provided in this survey.