



AUM Counseling Program Annual Report 2025

For the Master's in Clinical Mental Health & School Counseling

Objective: The AUM Counseling Program collects and analyzes data on Academic Quality Indicators (AQI's) as well as data from systematic follow-up studies to analyze the extent to which the AUM program is achieving its objectives in preparing counselors for professional practice in a variety of settings. This document describes this process and reports the evaluation results back to our community partners and to the public.

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.

Content flow & Explanation

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:

- **Academic quality indicators (AQI's):** AQI's are outcomes that the faculty have chosen to demonstrate the program's achievement of its critical functions and purposes. Indicators are used to evaluate program objectives. Faculty determine minimum thresholds and examine collected data to ensure that the program is meeting or exceeding those outcomes.
AQI's include the following:
 - **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:** The AUM program analyzes the following graduate outcomes and reports these by CACREP specialized practice area (i.e. Clinical Mental Health Counseling and School Counseling). The AUM Counseling program strives for no less than achievement of minimum thresholds determined by the program for each of the following:
 - **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 and **doctoral admission rates** (tracking of doctoral admission rates did not begin until 2025).
- **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:** The AUM Counselor Education Program collects and analyzes systematic follow-up studies to analyze the extent to which the program is achieving its objectives by collecting data from community partners that include:
 - 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

Counseling Program Developed Rubric for student learning outcome data

The program provides trend analysis of student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for all key performance indicators for entry-level programs for which data were collected the year as well as aggregate data over several years for trend analysis.

Key Performance Indicators (KPI's) are

The KPI's are evaluated on a basis of the AUM KPI Rubric on a scale of Unsatisfactory (1.0 points), Basic (2 points), Competent (3 points), or Exceptional (4 points) see attached rubric, page 31 of this document).

Program Objectives: This evaluation activity is remated to Program Objectives 2 - 4, 6 – 7, & 10.

Program Thresholds: No less than 80% of the students in the program should be performing at the Competent level or above for each KPI.

Performance: The table below (Table 1) 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 2025 year.

Chart 1 (as following Table 1) shows the overall performance as at or above the Competent level for all Key Performance Indicators in the core academic areas for those same years. *Note: this data will have a different appearance than previous years when the program used the LiveText system for collection of data.*

Table 1: CACREP Core Academic KPI Performance for the 2025 year

Key Performance Indicator (KPI)	(1) Unsatisfactory (1 pts)	(2) Basic (2 pts)	(3) Competent (3 pts)	(4) Exceptional (4 pts)
1. The student demonstrates knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues. CACREP – 2024. 3.A.6.	1	0	5	28
2. The student demonstrates knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas. CACREP – 2024. 3.A.10.	0	0	25	19
3. The student demonstrates knowledge of and the ability to apply theories and models of multicultural counseling, social justice, and advocacy. CACREP – 2024. 3.B.1.	1	4	65	13

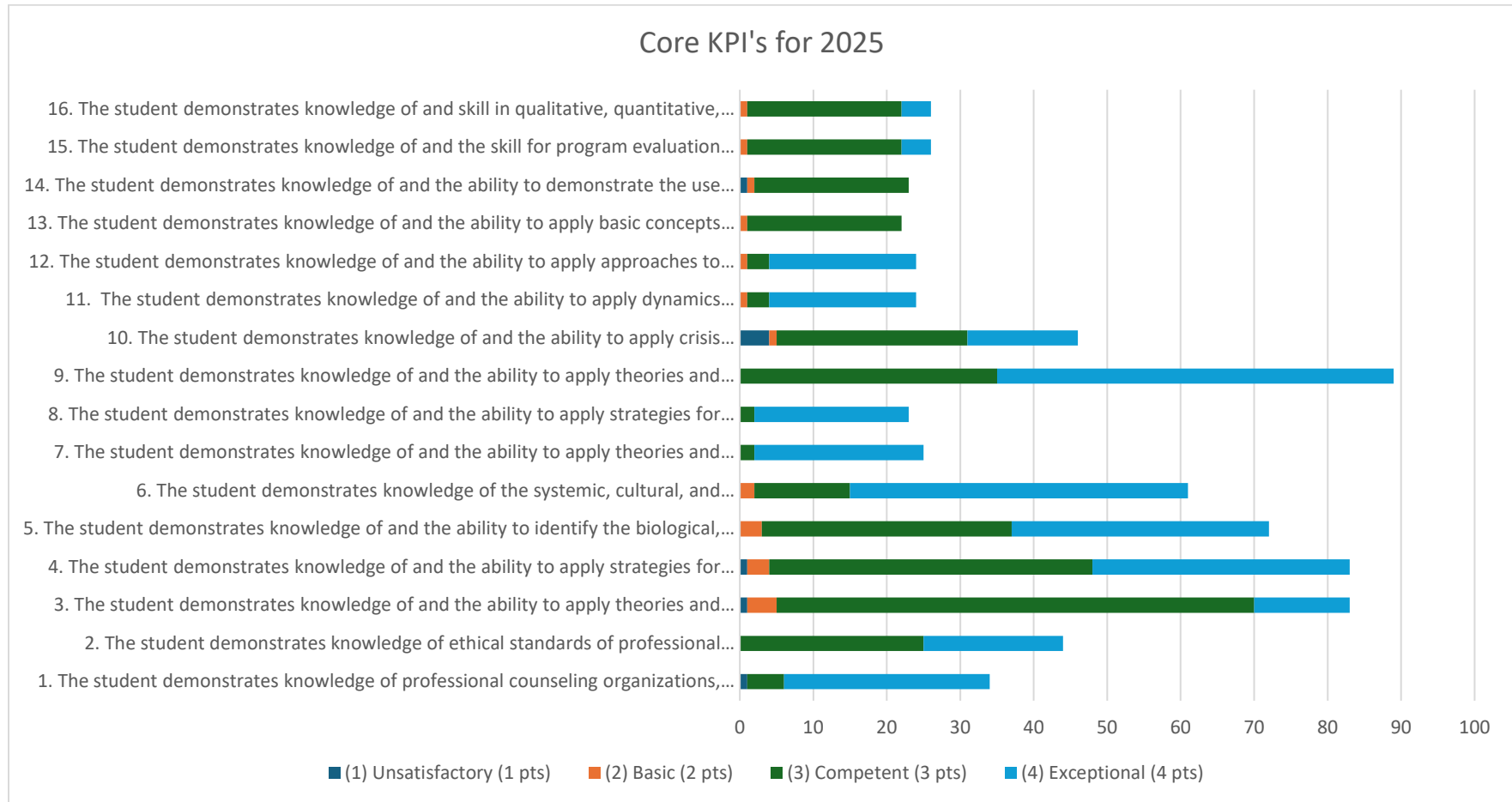
AUM COUNSELING PROGRAM ASSESSMENT REPORTING

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. CACREP – 2024. 3.B.9.	1	3	44	35
5. The student demonstrates knowledge of and the ability to identify the biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness. CACREP – 2024. 3.C.10.	0	3	34	35
6. The student demonstrates knowledge of the systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness. CACREP – 2024. 3.C.11.	0	2	13	46
7. The student demonstrates knowledge of and the ability to apply theories and models of career development, counseling, and decision-making. CACREP – 2024. 3.D.1.	0	0	2	23
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 CACREP – 2024. 3.D.9.	0	0	2	21
9. The student demonstrates knowledge of and the ability to apply theories and models of counseling, including relevance to clients from diverse cultural backgrounds. CACREP – 2024. 3.E.1.	0	0	35	54
10. The student demonstrates knowledge of and the ability to apply crisis intervention, trauma-informed, community-based, and disaster mental health strategies [such as Psychological First Aid]. CACREP – 2024. 3.E.20.	4	1	26	15

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11. The student demonstrates knowledge of and the ability to apply dynamics associated with group process and development. CACREP – 2024. 3.F.2.	0	1	3	20
12. The student demonstrates knowledge of and the ability to apply approaches to group formation, including recruiting, screening, and selecting members. CACREP – 2024. 3.F.5.	0	1	3	20
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. CACREP – 2024. 3.G.2.	0	1	21	0
14. The student demonstrates knowledge of and the ability to demonstrate the use of assessments in academic/educational, career, personal, and social development. CACREP – 2024. 3.G.8.	1	1	21	0
15. The student demonstrates knowledge of and the skill for program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy. CACREP – 2024. 3.H.8.	0	1	21	4
16. The student demonstrates knowledge of and skill in qualitative, quantitative, and mixed methods research designs. CACREP – 2024. 3.H.3.	0	1	21	4

Chart 1: CACREP Core Academic KPI Performance for the 2025 year. The chart below 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.



Performance in specialized Practice Areas (Clinical Mental Health Counseling): The table below (Table 2) provides 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 2025 year.

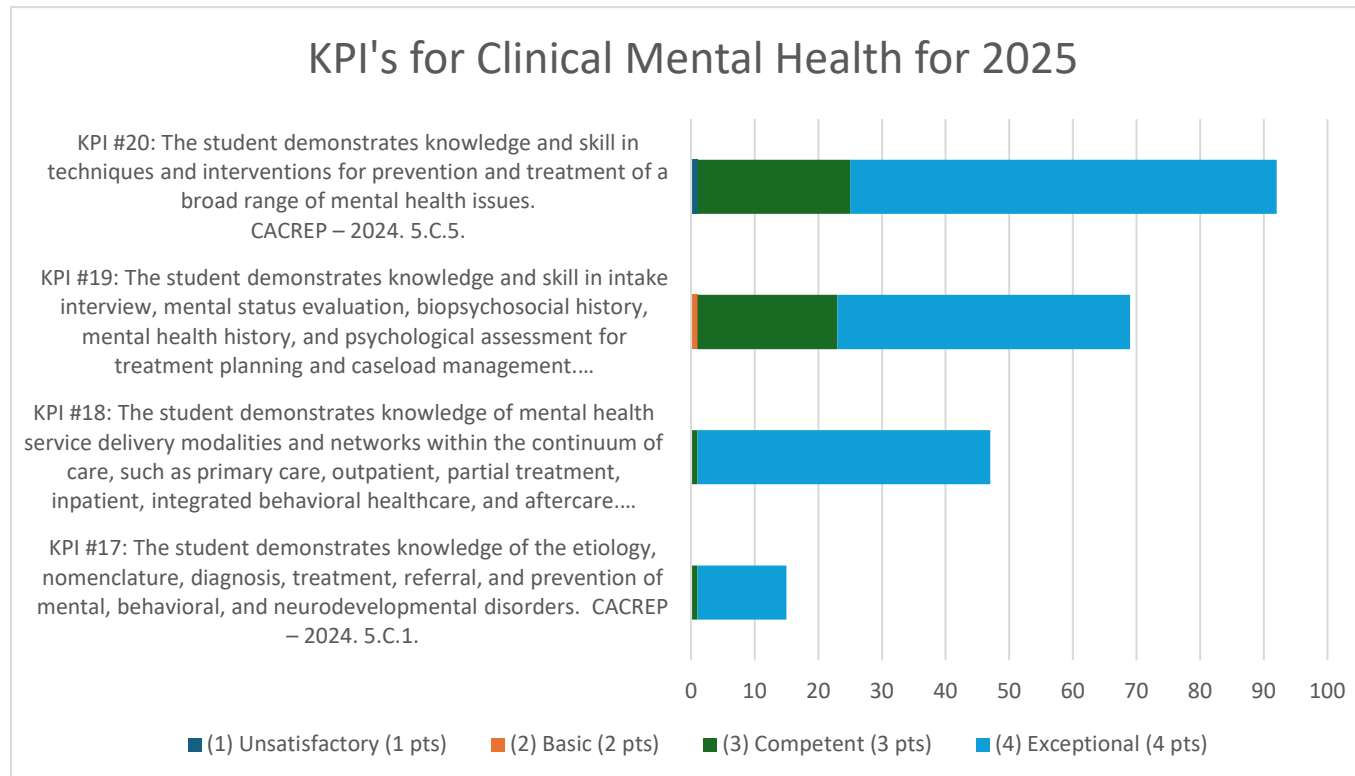
Chart 2 (as following Table 2) shows the overall performance as at or above the Competent level for all Key Performance Indicators in the Clinical Mental Health Counseling track of study for the 2025 year.

Table 2: CACREP specialized Practice Areas (Clinical Mental Health Counseling) KPI Performance for the 2025 year

Key Performance Indicator (KPI)	(1) Unsatisfactory (1 pts)	(2) Basic (2 pts)	(3) Competent (3 pts)	(4) Exceptional (4 pts)
KPI #17: The student demonstrates knowledge of the etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders. CACREP – 2024. 5.C.1.	0	0	1	14
KPI #18: The student demonstrates knowledge of mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare. CACREP – 2024. 5.C.2.	0	0	1	46
KPI #19: The student demonstrates knowledge and skill in intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. CACREP – 2024. 5.C.4.	0	1	22	46
KPI #20: The student demonstrates knowledge and skill in techniques and interventions for prevention and treatment of a broad range of mental health issues. CACREP – 2024. 5.C.5.	1	0	24	67

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

Chart 2: CACREP Clinical Mental Health Counseling KPI Performance for the 2025 year



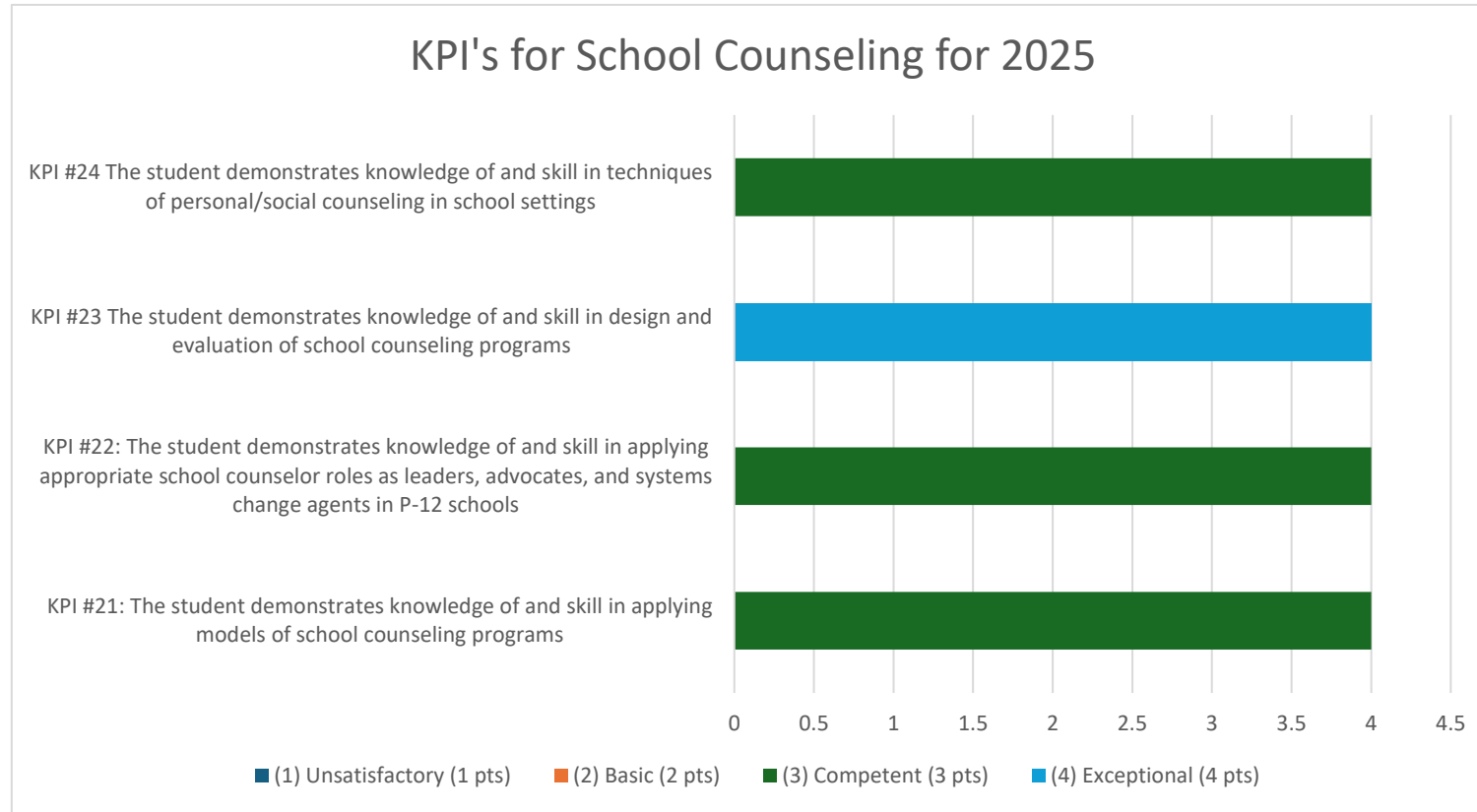
Performance in specialized Practice Areas (School Counseling): The table below (Table 3) provides the raw numbers of performance on the KPI's selected by faculty for the core academic area required of entry level students in the School Counseling track of study for the 2025 year.

Chart 3 (as following Table 3) shows the overall performance as at or above the Competent level for all Key Performance Indicators in the School Counseling track of study for the 2025 year.

Table 3: CACREP specialized Practice Areas (School Counseling) KPI Performance for the 2025 year

Key Performance Indicator (KPI)	(1) Unsatisfactory (1 pts)	(2) Basic (2 pts)	(3) Competent (3 pts)	(4) Exceptional (4 pts)
KPI #21: The student demonstrates knowledge of and skill in applying models of school counseling programs	0	0	4	0
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	4	0
KPI #23 The student demonstrates knowledge of and skill in design and evaluation of school counseling programs	0	0	0	4
KPI #24 The student demonstrates knowledge of and skill in techniques of personal/social counseling in school settings	0	0	4	0

Chart 3: CACREP specialized Practice Areas (School Counseling) KPI Performance for the 2025 year



Note: The charts different appearance is due to lower enrollment in the School Counseling Master's track

Professional Dispositions

Entry-Level Programs: Core Curriculum Master's

Assessment:

The Counseling Program developed assessment for Professional Dispositions is called the “Faculty Review of Student Performance”. This instrument assessment is conducted by the faculty each Fall on students in all tracks of the Master’s program and evaluates the students in the areas of: academic skills, clinical skills, ethical and professional behavior and personal characteristics. Each 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.

These data are aggregated over time to provide feedback to the program on areas of needed improvement. The aggregated threshold for program evaluation is 50% overall student performance or no less than 50% of all students should be “No Concern” or “Strength” level.

Program Objectives: This evaluation activity is remated to Program Objectives 2, 3, 6 – 8, & 10, & 10.

Program 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.

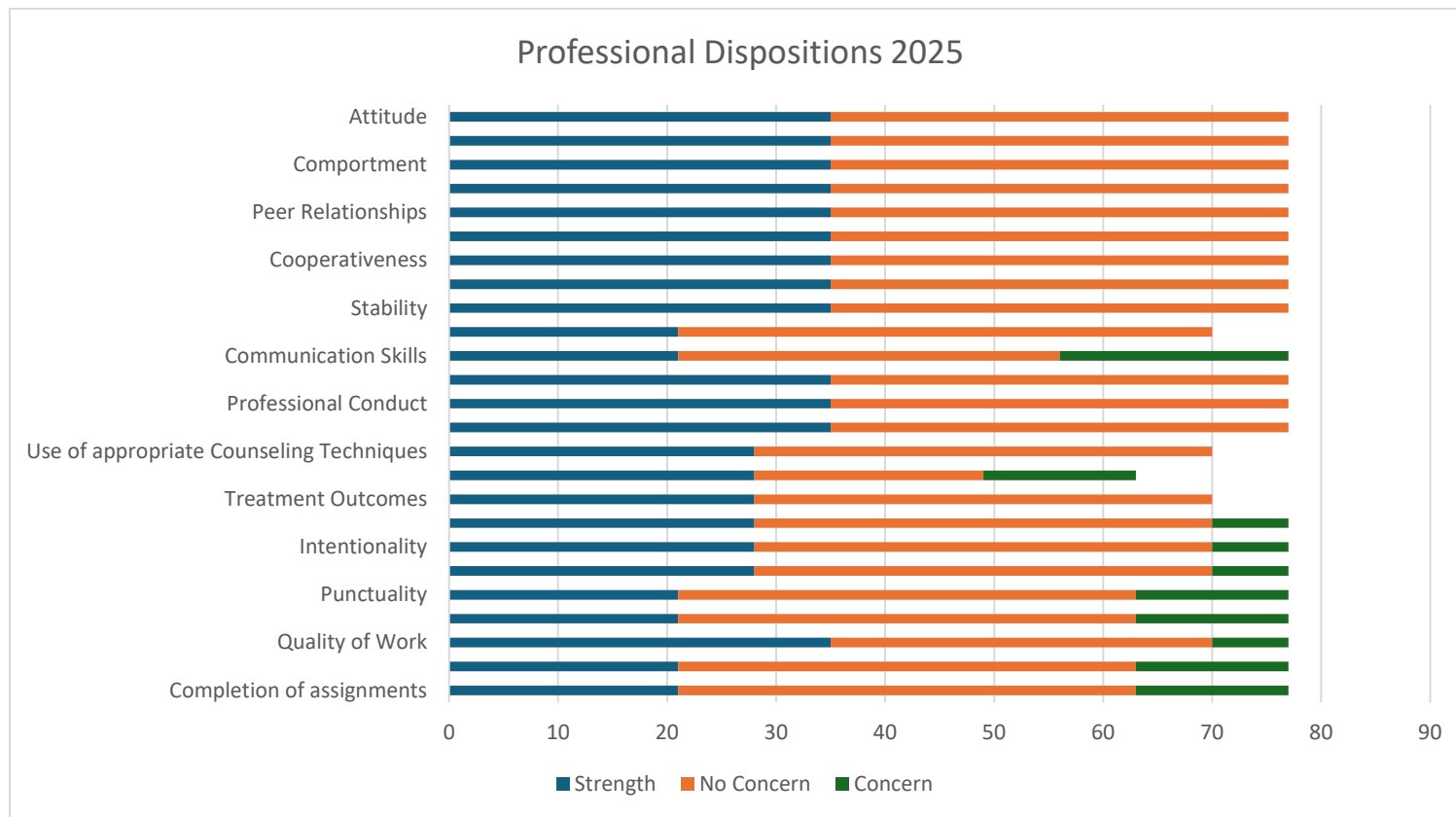
The table below (Table 4) provides the raw numbers of performance on Professional Dispositions evaluated by faculty for all academic tracks at the Master’s level for the 2025 year.

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 2025 year.

Table 4: Professional Dispositions for 2025

Professional Dispositions 2025	Strength	No Concern	Concern
Completion of assignments	21	42	14
Class Participation	21	42	14
Quality of Work	35	35	7
Attendance	21	42	14
Punctuality	21	42	14
Basic Attending Skills	28	42	7
Intentionality	28	42	7
Case Conceptualization	28	42	7
Treatment Outcomes	28	42	
Accountability/Record Keeping	28	21	14
Use of appropriate Counseling Techniques	28	42	0
Ethical Conduct	35	42	0
Professional Conduct	35	42	0
Respect for Diversity	35	42	0
Communication Skills	21	35	21
Professional Identity	21	49	0
Stability	35	42	0
Maturity	35	42	0
Cooperativeness	35	42	0
Motivation	35	42	0
Peer Relationships	35	42	0
Reaction to Feedback	35	42	0
Comportment	35	42	0
Appropriate Dress	35	42	0
Attitude	35	42	0

Chart 4: Professional Dispositions for 2025



Graduate Outcomes

Pass Rates on Credentialing Exams

Clinical Mental Health & School Counseling Master's

Assessment: The AUM Counseling program monitors the number of graduates who pass their respective licensure or certification exams. Clinical Mental Health Counselors must pass the National Counselor Exam (NCE) for licensure as an LPC and/or as a NCC. School Counselors must pass the Praxis Exam for School Counseling to be certified as School Counselors. Note: This number only accounts for pass rates on the student's initial attempt. Percentages were rounded up due to low N in some cases (see also Vital Stats reports for these years).

Program Objectives: This evaluation activity is remated to Program Objectives 2, 3, & 6 – 8.

Aggregated Threshold: The minimum aggregated threshold overall is 80%. In semesters where the pass rate falls below this level, faculty meet to examine the content areas indicated for curriculum improvement and to offer exam resources to students.

The table below (Table 5) provides the numbers of graduates in 2025 by specific practice area along with the number who passed their exam for a percentage of graduates who successfully passed their respective exams.

All candidates were offered access to study materials for either exam prior to testing.

Table 5: Pass Rates on Credentialing Exams

	Clinical MH Graduates	Passed Exam	Percent Passed	School Graduates	Passed Exam	Percent Passed
2025	16	14	90%	3	2	67%

Degree Completion Rates

Clinical Mental Health & School Counseling Master's

Assessment: The AUM counseling faculty examines completion rates of all students completing both the CMHC and School Counseling Masters for the year and compares this to previous years to determine if any negative trends exist. Faculty explore reasons for any student(s) who take longer than expected to complete and look for resources to assist such students in the future. This report excludes enrolled AUM employees who are only allowed 5 discounted graduate courses in a year or students who may have taken a break from their studies due to personal reasons. This information is also reported in the annual Vital statistics report.

Program Objectives: This evaluation activity is remated to Program Objectives 2, 3, & 6 – 8.

Aggregated Threshold: No less than 90% of students enrolled for the minimum number of classes and attending each semester should complete the program in 3 years (or 9 semesters).

The table below (Table 6) provides the number of graduates who completed the program in 2025 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
2025	16	16	100%	3	3	100%

Employment & Doctoral Admission Rates

Clinical Mental Health & School Counseling Master's

Assessment: The AUM counseling faculty examines employment and Doctoral Admission rates of program graduates. Students are asked to complete the “Employment & Doctoral Admission Survey” in their final semester which requests contact information for follow-up, employment information, and doctoral admission 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. Those pursuing a doctoral degree but not yet accepted will also receive a digital follow-up survey. Note: the program began tracking doctoral admission rates in 2025 and no students at that time had applied to a doctoral program.

Program Objectives: This evaluation activity is remated to Program Objectives 2, 3, & 6 – 8.

Threshold: 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
2025	16	16	100%	3	3	100%

Diverse Learning Environment

Students: Enrolled

The AUM counseling faculty also examines the demographics of currently enrolled students in the masters in counseling in order to promote a diverse learning community and to watch for any negative trends. Demographics for the enrolled students are fairly consistent with a typical breakdown of 84% female, 16% male, 51% Black, 33% White, nearly 2% Hispanic, and 1.5% Asian.

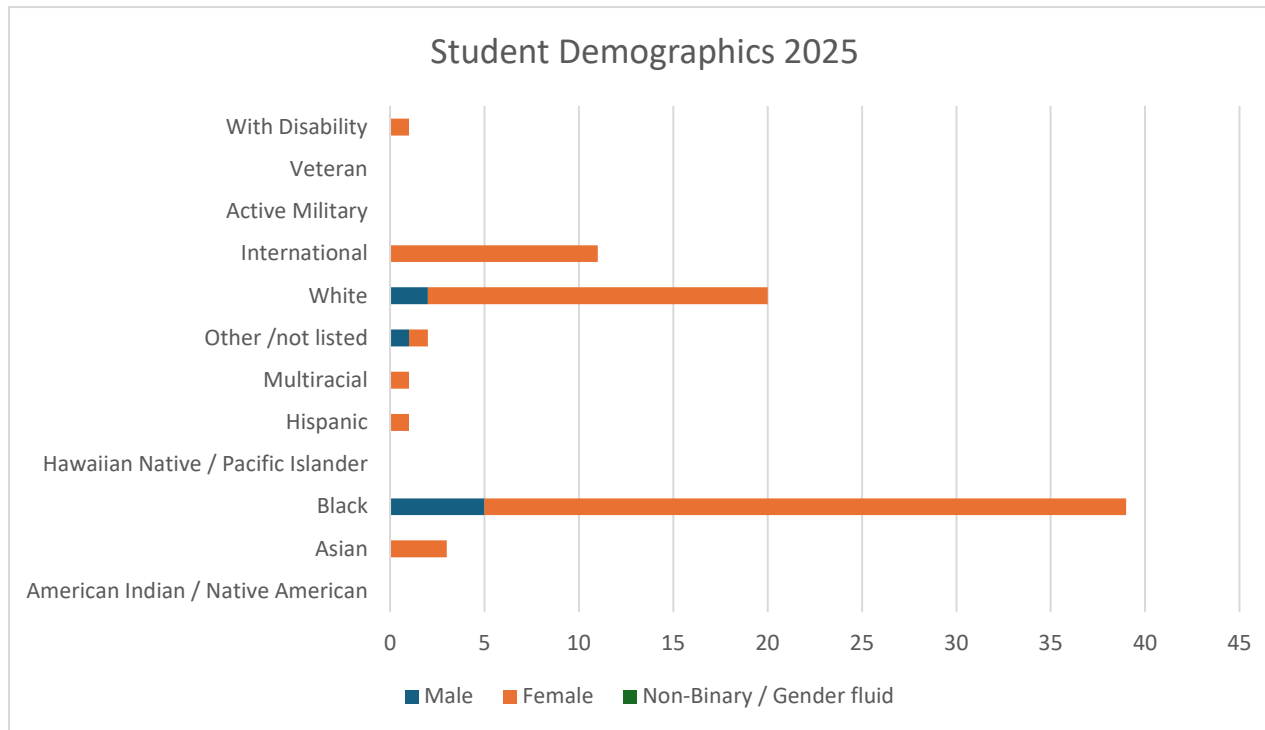
Program Objectives: This evaluation activity is remated to Program Objectives 1 & 3.

The table below (Table 9) with corresponding chart provides the demographics of enrolled students from 2019 to 2025.

Table 8: Demographics of Students Enrolled

2025	Male	Female	Non-Binary / Gender fluid
American Indian / Native American	0	0	0
Asian	0	3	0
Black	5	34	0
Hawaiian Native / Pacific Islander	0	0	0
Hispanic	0	1	0
Multiracial	0	1	0
Other /not listed	1	1	0
White	2	18	0
International	0	11	0
Active Military	0	0	0
Veteran	0	0	0
With Disability	0	1	0

Chart 8: Demographics of Enrolled Students



Students: Degree Completion Rates

Assessment: The AUM counseling faculty examines the demographics of those completing both the CMHC and School Counseling Masters for the year and compare this to previous years to determine if any negative trends exist and to promote a diverse learning environment. Faculty explores reasons for any student(s) who take longer than expected to complete and look for resources to assist such students in the future. This report excludes enrolled AUM employees who are only allowed 5 discounted graduate courses in a year or students who may have taken a break from their studies due to personal reasons. Also reported in the Vital statistics report.

Program Objectives: This evaluation activity is remated to Program Objectives 2, 3, & 6 – 8.

Threshold: No less than 90% of students enrolled for the minimum number of classes and attending each semester should complete the program in 3 years (or 9 semesters).

As the table in the Graduate Outcomes section above indicates, when adjusted for AUM employees who are only allowed 5 discounted graduate courses in a year or students who may have taken a break from their studies due to personal reasons, the completion rate for all demographics is 100%.

The table below (Table 9) 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 9: Demographics of Student Applicants

	Clinical MH Graduates	3 Year Completers	Percent Completing	School Graduates	3 Year Completers	Percent Completing
2025	16	16	100%	3	3	100%

Full-Time Faculty: Employed Faculty

Assessment: The program reports annually on the demographics of currently employed Full-Time Faculty and will post these on the program website in the annual Program Evaluation as well as report these findings to CACREP via the online Vital Statistics Survey in order to promote a diverse learning community. Since, faculty demographics are fairly stable, the aggregation below shows the faculty composition over time as changes occur.

Program Objectives: This evaluation activity is related to Program Objectives 1 & 3.

Table 10: Faculty Composition

Faculty Composition	Gender	Race	Start of Service	End of Service	Length of Service as of 1-1-2026	Faculty Composition
Faculty 1	Male	White	1/1/2008	n/a	18 years	25% Female, 75% Male. 25% Asian Male, 25% Black Female, & 50% White Male.
Faculty 2	Male	White	8/15/2018	n/a	8 years	
Faculty 3	Male	Asian	8/15/2020	n/a	6 years	
Faculty 4	Female	Black	8/15/2024	n/a	2 years	

Full-Time Faculty: Retention Rates

Assessment: 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 10 Faculty Composition) shows the faculty composition over time as changes have occurred. The last 8 years have been stable for the faculty since the last time that faculty separated from the program was in 2018. The program expects the retirement of its most senior faculty member in Spring of 2026.

Program Objectives: This evaluation activity is remated to Program Objectives 1 & 3.

Fieldwork

Student Placement Rates at Practicum and Internship sites

Assessment: The AUM Counseling program monitors the number of students who are successfully placed in field placements sites for their Practicum and Internship experience.

Program Objectives: This evaluation activity is remated to Program Objectives 2, 3, & 6 – 8.

Threshold: No less than 100% of students enrolled for field experience should have a placement by the second week of the semester.

The table below (Table 11) provides the numbers of students who entered their fieldwork by year along with the number of withdrawals to calculate a placement rate. Students are provided referral list resources for sites, given information on these locations, and encouraged to secure placement before the start of class. They are allowed to start class without a site fully secured but must drop by no later than the deadline for a full refund of tuition (normally at the end of the second week of class). 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
2025	40	1	98%	1 withdrawal due to no site secured in time

Follow-Up Studies

Alumni Survey

Assessment: Every three years, the AUM Counseling program collects and analyzes systematic follow-up studies of program alumni to analyze the extent to which the program is achieving its objectives.

Program Objectives: This evaluation activity is remated to Program Objectives 3, 4, & 10.

Threshold: 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.

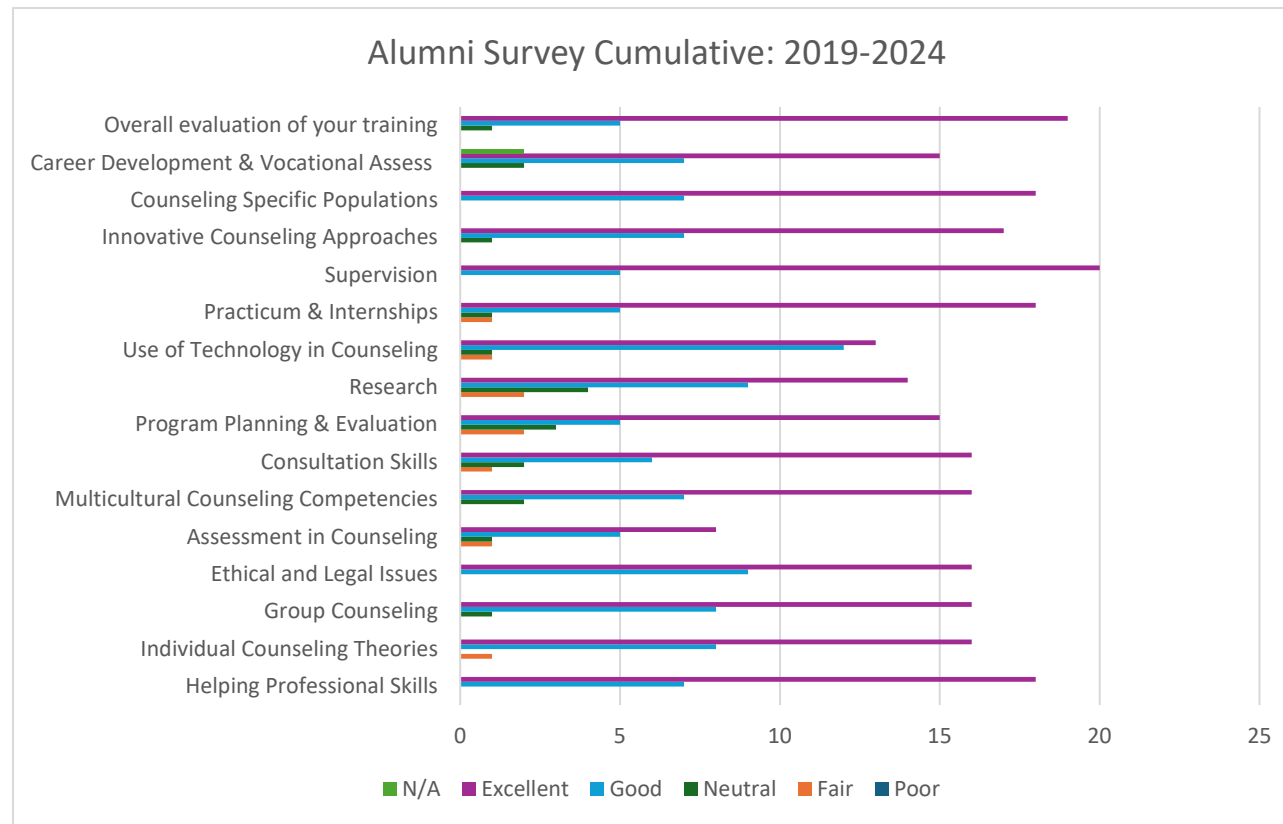
Schedule: Since this survey is done every 3 years, the next survey is due in 2027.

For reference, the table below (Table 12) provides the responses to the Alumni Survey inclusive of the dates 2019 – 2024 it, and the corresponding Chart 12, show that the thresholds are met.

Table 12: Alumni Survey 2019 – 2024

2019-2024	Poor	Fair	Neutral	Good	Excellent	N/A
Helping Professional Skills				7	18	
Individual Counseling Theories		1		8	16	
Group Counseling			1	8	16	
Ethical and Legal Issues				9	16	
Assessment in Counseling		1	1	5	8	
Multicultural Counseling Competencies			2	7	16	
Consultation Skills		1	2	6	16	
Program Planning & Evaluation		2	3	5	15	
Research		2	4	9	14	
Use of Technology in Counseling		1	1	12	13	
Practicum & Internships		1	1	5	18	
Supervision				5	20	
Innovative Counseling Approaches			1	7	17	
Counseling Specific Populations				7	18	
Career Development & Vocational Assess			2	7	15	2
Overall evaluation of your training			1	5	19	

Chart 12: Alumni Survey 2019 – 2024



Site Supervisors Survey

Assessment: Every three years, the AUM Counseling program collects and analyzes systematic follow-up studies of site supervisors to analyze the extent to which the program is achieving its objectives.

Program Objectives: This evaluation activity is remated to Program Objectives 2 - 5, & 10.

Threshold: The aggregated threshold for the 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.

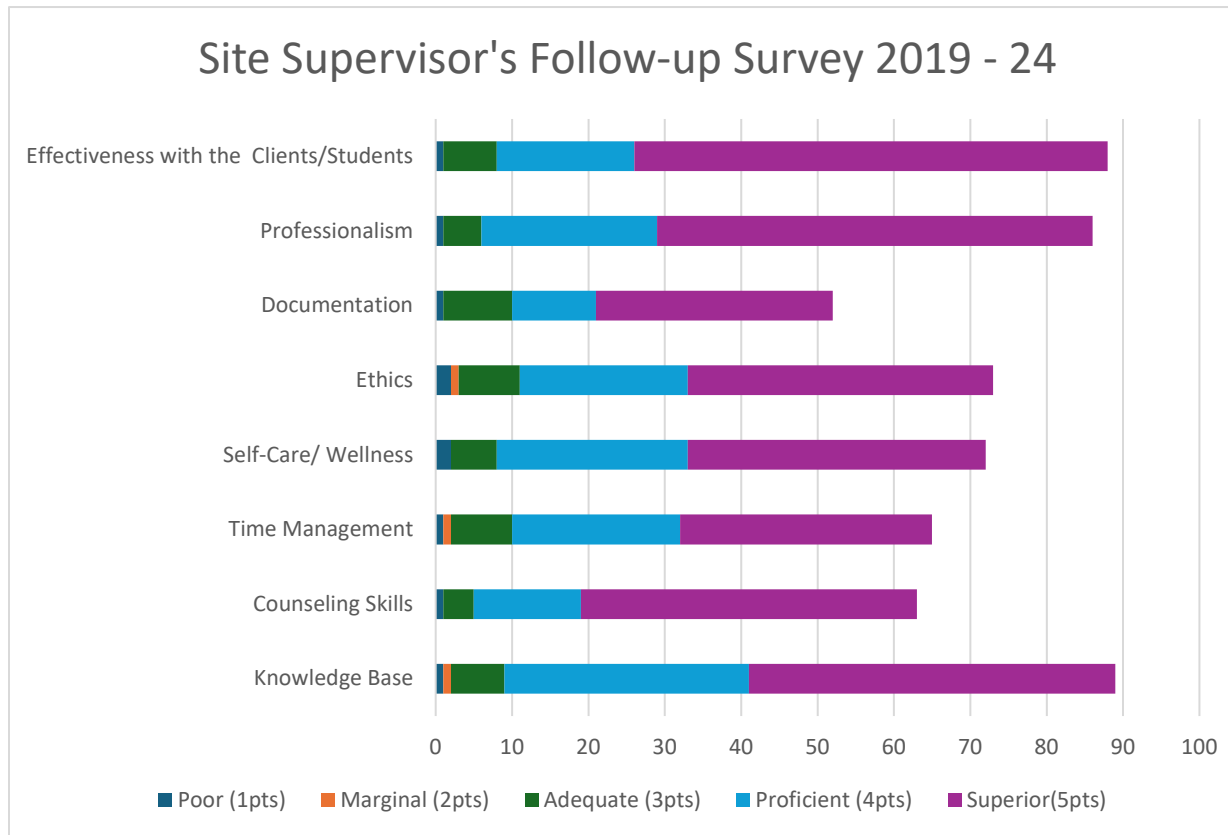
Schedule: Since this survey is done every 3 years, the next survey is due in 2027.

For reference, the table below (Table 13) provides the responses to the Alumni Survey inclusive of the dates 2019 – 2024 it, and the corresponding Chart 13, show that the thresholds are met.

Table 13: Site Supervisors Survey 2019 – 2024

2019-2024	Poor (1pts)	Marginal (2pts)	Adequate (3pts)	Proficient (4pts)	Superior(5pts)
Knowledge Base	1	1	7	32	48
Counseling Skills	1	0	4	14	44
Time Management	1	1	8	22	33
Self-Care/ Wellness	2	0	6	25	39
Ethics	2	1	8	22	40
Documentation	1	0	9	11	31
Professionalism	1	0	5	23	57
Effectiveness with the Clients/Students	1	0	7	18	62

Table 13: Site Supervisors Survey 2019 – 2024



Program Graduate Employers Survey

Assessment: Every three years, the AUM Counseling program collects and analyzes systematic follow-up studies of Program Graduate Employers to analyze the extent to which the program is achieving its objectives.

Program Objectives: This evaluation activity is remated to Program Objectives 2 - 5, 7, 9, & 10

Threshold: The aggregated threshold for Program Graduate Employers 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.

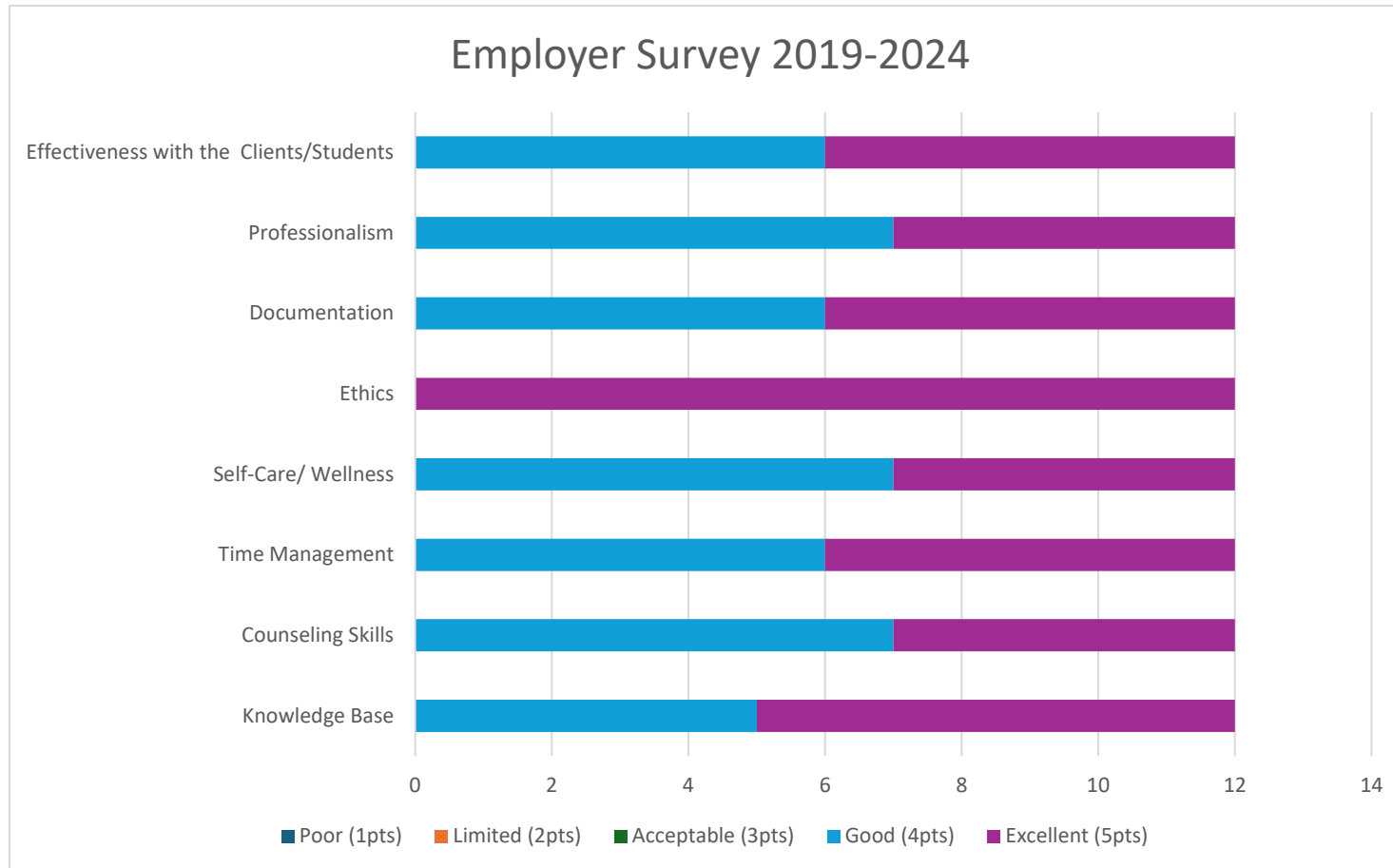
Schedule: Since this survey is done every 3 years, the next survey is due in 2027.

For reference, the table below (Table 15) provides the responses to the Alumni Survey inclusive of the dates 2019 – 2024 and the corresponding Chart 15, show that the thresholds are met.

Chart 14: Program Graduate Employers 2019 – 2024

2019-2024	Poor (1pts)	Limited (2pts)	Acceptable (3pts)	Good (4pts)	Excellent (5pts)
Knowledge Base				5	7
Counseling Skills				7	5
Time Management				6	6
Self-Care/ Wellness				7	5
Ethics					12
Documentation				6	6
Professionalism				7	5
Effectiveness with the Clients/Students				6	6

Table 14: Program Graduate Employers 2019 – 2024





We thank you for your time spent taking this survey.
Your response has been recorded.

This survey is to be completed by all CACREP-accredited programs and must be submitted by December 15, 2025.
NOTE: All data for this report should be from Academic Year 2024-2025. If you have any questions or need assistance in completing this survey, please contact the CACREP office at 703.535.5990 or cacrep@cacrep.org.

Institution Name:

Auburn University at Montgomery

Institution Type:

- ☒ **Public**
- ☐ Non-Profit Private
- ☐ For-Profit

Institution's Headquarters

Alabama



Do you have a CACREP-accredited ADDICTION COUNSELING program?

- ☐ Yes
- ☒ **No**

Do you have a CACREP-accredited CAREER COUNSELING program?

- ☐ Yes
- ☒ **No**

Do you have a CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program?

☒ **Yes**

☐ No

What is the minimum number of credit hours required for your CLINICAL MENTAL HEALTH COUNSELING degree? Choose one

☒ **Semester**

60

☐ Quarter

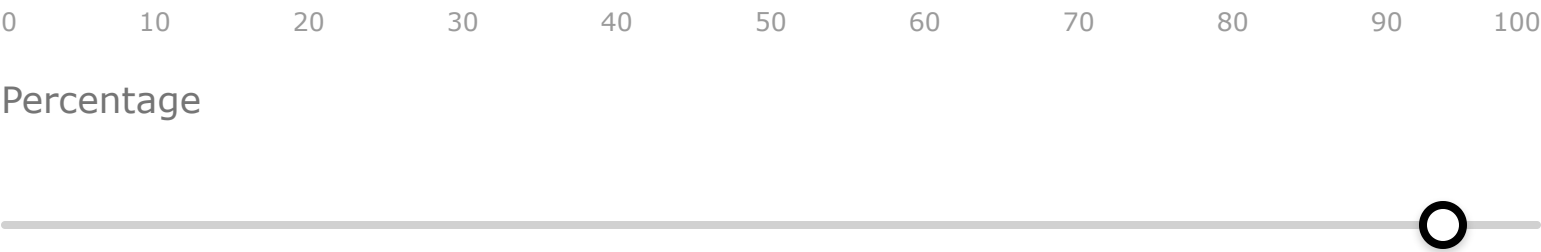
How many students were enrolled in your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

64

How many students graduated from your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

16

What percentage of students complete their degree in your CLINICAL MENTAL HEALTH COUNSELING program within the time to degree established by the institution?



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?

- ☐ No Exam
- ☐ 1-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☒ **81-90%**
- ☐ 91-100%
- ☐ No graduates took the exam
- ☐ Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your CLINICAL MENTAL HEALTH COUNSELING program who were actively seeking employment?

- ☐ No graduates
- ☐ 0-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☒ **91-100%**

Do you have a second CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program with a concentration/emphasis?

- ☐ Yes
- ☒ **No**

Do you have a CACREP-accredited dually-titled CLINICAL REHABILITATION/CLINICAL MENTAL HEALTH COUNSELING program?

☐ Yes

☒ **No**

Do you have a CACREP-accredited CLINICAL REHABILITATION COUNSELING program?

☐ Yes

☒ **No**

Do you have a CACREP-accredited COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program?

☐ Yes

☒ **No**

Do you have a CACREP-accredited MARRIAGE, COUPLE, AND FAMILY COUNSELING program?

☐ Yes

☒ **No**

Do you have a CACREP-accredited REHABILITATION COUNSELING program?

☐ Yes

☒ **No**

Do you have a CACREP-accredited SCHOOL COUNSELING program?

☒ **Yes**

☐ No

What is the minimum number of credit hours required for your SCHOOL COUNSELING degree? Choose one

☒ **Semester**

60

☐ Quarter

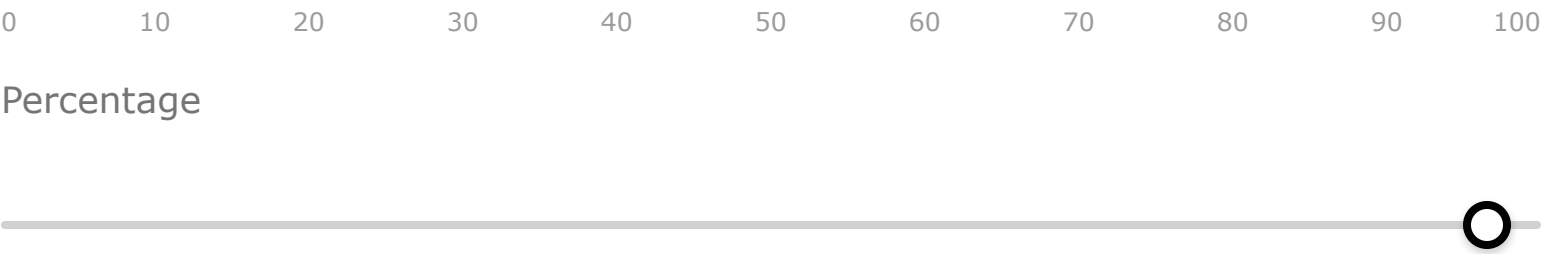
How many students were enrolled in your SCHOOL COUNSELING program in the reporting period? If none, enter "0".

14

How many students graduated from your SCHOOL COUNSELING program in the reporting period? If none, enter "0".

3

What percentage of students complete their degree in your SCHOOL COUNSELING program within the time to degree established by the institution?



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

- ☐ No Exam
- ☐ 1-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☒ **71-80%**
- ☐ 81-90%
- ☐ 91-100%
- ☐ No graduates took the exam
- ☐ Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your SCHOOL COUNSELING program who were actively seeking employment?

- ☐ No graduates
- ☐ 0-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☒ **91-100%**

How many total applications were received for all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

How many total students were offered admission to all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

81

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

☒ **Yes**

☐ No

Master's Student Demographics: Please provide the number of students currently enrolled in your CACREP-accredited master's level program(s) for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	0	3	0
Black	5	34	0
Hawaiian Native or Pacific Islander	0	0	0
Hispanic	0	1	0
Multiracial	0	1	0
Other/Not Listed	1	1	0
White	2	18	0
International Student	0	11	0
Active Duty Military	0	0	0
Veteran	0	0	0
With a Disability	0	1	0

Do you have a CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION program?

- ☐ Yes
- ☒ No

Please select all programs offered by your academic counseling unit that are NOT ACCREDITED by CACREP.

☒ **Degree Program Name**

We offer an EdS in Clinical Mental Health or School Counseling, we also offer an EdD in Counselor Education & Supervision

☐ Certificate Program Name

☐ All degree programs are CACREP accredited

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

- ☒ **Yes**
- ☐ No

FULL-TIME Faculty Demographics: Please provide the number of full-time faculty members in your academic counseling unit for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	1	0	0
Black	0	1	0
Native Hawaiian or Pacific Islander	0	0	0
Hispanic	0	0	0
Multiracial	0	0	0
Other/Not Listed	0	0	0
White	2	0	0
Veteran	0	0	0
With a Disability	0	0	0

What are the most significant barriers or challenges your program is currently facing (e.g., enrollment, faculty resources, student support, accreditation requirements)?

Responses will not be used to evaluate or penalize program.

The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.

As with all universities, we are approaching an enrollment cliff. International admissions are down due to changes in the federal government.

What successes or available resources have contributed most to your program's growth, effectiveness, or ability to support students?

Responses will not be used to evaluate or penalize program.

The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.

Faculty recruitment of students has improved our overall enrollment. Students are attracted to our program because of our CACREP accreditation and seasoned/experienced faculty.

What is CACREP doing well for your program that you appreciate?

We like the new AMS.

What would you like to see CACREP do differently in its current services?

Shorter turn-around time on self-studies and in-person site visits.

What services or resources would you like to see CACREP add or develop that would better serve you and your program?

n/a

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

Dr. Paul Hard, phard@aum.edu

Use this space to clarify or explain any answers provided? Or, any comments that you would like to share.

REMINDER: Student Outcomes (CACREP 2024 Standard 2.E.2) must be made publicly available on your program's website. The information to be posted includes the following four data points regarding each of your accredited specialized practice area: (a) number of graduates in the past year, (b) degree completion rate, (c) licensure or certification examination pass rate, and (d) combined employment and doctoral admissions rate of students/graduates.

Once your 2024-2025 data has been posted, send the website URL to cacrep@cacrep.org.

You will NOT receive a copy of your completed survey. Please click the arrow at the bottom of the page and download the PDF for your records.

☒ **I understand I need to download a copy of the completed survey for my own records**