Comprehensive Program Evaluation
Counselor Education
Auburn University at Montgomery
Spring 2021

Below is a compilation of the program evaluation activities indicating when last performed and when next the activity is next scheduled. The process of collecting data, the involved parties is described under the "Description" column. How the data is both used and disseminated follows below the description. Results of these instruments are found in the attached "*Program Evaluation Activities.*"

Program Evaluation Activities	Description	Last Performed	Next Scheduled
1. Counselor Education Survey	**Current and former students are surveyed annually during the Spring Semester.**	**Spring 2021**	**Spring 2023**

The annual survey of current and former students was conducted in the Spring semester of 2022 reflecting the 2021 calendar year. This year there were 22 respondents. **Results in brief** (see full results for details)**:** The "Most Important Reason" AUM was selected for their degree (62.50%) was CACREP accreditation. The 2nd most was Academic Reputation (46.67%). The 3 highest rated "Training Areas" were: (1) Group Counseling (47.62%); (2) Ethical & Legal Issues (47.36%), and (3) Career Development (45%). Lowest Rated "Training Areas": While all areas were ranked in the "Good to Excellent" range, four students (20%) ranked "Innovative Counseling Approaches" in the Marginal range. The Students rated the faculty as most helpful in encouraging membership in ACA divisions (40%) and ACA (45%). They were rated as only "Somewhat Helpful" in encouraging state branch involvement (40%) and CSI involvement (30%). The Students rated the faculty as most helpful in mentoring "Counseling Skills and Attitudes" (76.19%) with "Diversity" Professional Boundaries, and Professional Development being second (42.86% each). Least Helpful was Research Activities (14.29%) and Practicum Placement (19.05%). Comments on the survey were varied but 2 did suggest more assistance with Practicum Placement and preparation.	**Dissemination:** Placed on the Program Web page at https://www.aum.edu/masters-eds-school-clinical-mental-health-counseling/#1617981176761-19b7e4cb-c5a2 Stakeholders were notified of the survey's availability via email (see attached copy). **Outcomes:** (1) In order to encourage more alumni involvement students will be asked to provide their more "permanent" means of communication at the time of their comprehensive exam. (2) Faculty will examine class evaluations (i.e. Curtiss Critique) for the classes described as "Innovative Counseling Approaches" and Research for areas of improvement. (3) The placement list will be updated to facilitate easier Practicum placement. This will be distributed to students at the Practicum orientation & in their handbook.

Program Evaluation Activities	Description	Last Performed	Next Scheduled
2. Site Evaluation of the AUM Counseling Program	**Feedback from personnel in cooperating agencies is requested each semester at the end of practicum and internships.**	**Fall 2021**	**Spring 2022**

Results & Outcomes: Most responses were in the "Very Good (4/5)" to "Excellent (5/5)" range with one "no response". One student (who withdrew without notification) received all "Poor (1/5)" scores and another student only receive a "Fair (3/5) related to Time Management. Two sites indicated that no orientation was provided to the site and no professional development. (1) The Clinical coordinator followed-up on this student who withdrew. (2) Faculty will examine ways to get the word out more effectively on both the professional development that we offer as well as orientation.	**Dissemination:** Placed on the Program Web page at https://www.aum.edu/masters-eds-school-clinical-mental-health-counseling/#1617981176761-19b7e4cb-c5a2 Stakeholders were notified of the survey's availability via email.

Program Evaluation Activities	Description	Last Performed	Next Scheduled
3. **Faculty Review of Student Performance**	**Students' academic skills, clinical skills, ethical and professional behavior and personal characteristics are assessed by all counseling faculty.**	**End of Fall Semester 2021**	**End of Spring Semester 2022**

Outcomes: All School Counseling students currently enrolled were found to be performing competently in the four domains and were recommended for continuance in the program. No areas of concern were noted in this evaluation and all were recommended to continue in the program (see "Faculty Review of Student Performance School Counseling Summary 2021"). Of the CMHC students evaluated, 2 were evaluated as having areas of concern in the domains of Academic Skills, Professional Behavior, and Personal Characteristics. One of these students was indicated to have some concerns in Clinical Skills. One student was provisionally recommended for continuance in the program and the other was recommended for remediation if they return to the program. All the remaining students were recommended for continuance in the program (see "Faculty Review of Student Performance Clinical Mental Health Counseling Summary 2021").	**Dissemination:** All counseling faculty participated in the evaluation of enrolled students on 12-6-2021. No personal contact from faculty to a student was needed following this evaluation.

Program Evaluation Activities	Description	Last Performed	Next Scheduled
4. **LiveText Evaluation**	**Each student is evaluated at the end of each class on the CACREP outcomes and dispositions on the LiveText system developed for that class. An annual aggregation of this data is reviewed for program improvement.**	**End of Fall Semester 2021**	**End of Spring Semester 2022**

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:** When taken as a whole, Key Performance indicators (KPI's) or outcomes common to students in both track scores fell in the Competent (31-39%) or Exceptional (61-68%) range. One student was indicated as a "1" or unsatisfactory KPS's 6-8 but this was attributed to a matter of personal distress. The KPI associated with the highest outcomes was KPI #5 related to human development. Although still in the Competent to Exceptional rage, the lowest outcomes were associated with KPI #9 related to knowledge and application of theories. When disaggregated by program track, KPI's for both Clinical Mental Health (CMHC) and School Counseling (SC) remained in the Competent or Exceptional range. The highest outcome for CMHC was KPI #8 related to facilitating career and life-work planning while the lowest outcome was KPI #9 related to application of counseling theory. School Counseling showed the highest outcomes for KPI#'s 4 & 5 related to diversity and human development while the lowest outcome was also KPI #9 related to application of counseling theory. Keep in mid however that even the lowest scoring outcomes still fell withing the Competent to Exceptional range overall.	**Dissemination:** The students submits their work to the LiveText system for evaluation. The results of their evaluation are available to them on-line through LiveText following instructor evaluation. The aggregate of the scores was made available through the LiveText system and were reviewed in faculty meetings by the Department Head and faculty for any program improvement. This semester the lower outcome scores appear to be outliers. For full descriptions of the KPI's and more detailed outcomes see the attached "Program Evaluations Activities: 4. LiveText Evaluation."

Program Evaluation Activities	Description	Last Performed	Next Scheduled
5. Program Graduate Employers Evaluation of the AUM Counseling Program	**Feedback from Program Graduate Employers in cooperating agencies is requested each Spring semester.**	**Fall 2021**	**Spring 2022**
Collection & Assessment: Program graduate supervisors were asked to complete the "Program Graduate Employers Evaluation of the AUM Counseling Program." employers of AUM 6 graduates responded during this period. **Results/Outcomes:** All responses were within the "Very Good" to "Excellent" range. Comments were highly positive see the attached for details.		**Dissemination:** Placed on the Program Web page at https://www.aum.edu/masters-eds-school-clinical-mental-health-counseling/#1617981176761-19b7e4cb-c5a2 Stakeholders were notified of the survey's availability via email (see attached copy).	
6. Course Evaluation "Curtiss Critique" (*formerly the Course Evaluation Form (CEF) & Course Evaluation Report (CER)*	**Students, evaluate counseling non-tenured faculty and all on-line instructors each semester using this form. Tenured faculty providing traditional lecture are evaluated one semester per year.**	**End of Fall Semester 2021**	**End of Spring Semester 2022**
Outcomes: The Curtiss Critique is administered anonymously online and these are used to generate a summary report which is used for program improvement. No serious findings were reported for this period.		**Dissemination:** The CER is distributed following semester to the individual faculty member and their program director by intercampus mail. The identity of the students are protected. The faculty and department head discuss any concerns for course improvement from the report and it remains confidential between them.	
7. Faculty Performance Percentages and Goals form (aka SOE Tenure Track Faculty Annual Report/Self-Evaluation)	**Each January, faculty members are given the Faculty Performance Percentages and Goals form where they commit to certain percentages of effort in teaching, research and service. The faculty member sets individual goals under the teaching, research and service areas.**	**May 2021**	**May 2022**
Outcomes: Faculty Performance Percentages and Goals are individually arrived at goals between each faculty member and the Department Head. See the sample documents in "6 Faculty Percentages and Goals."		**Dissemination:** Privately discussed between the faculty member and the Department Head. A copy is placed in the faculty personnel folder.	

Program Evaluation Activities	Description	Last Performed	Next Scheduled
8. Faculty Performance Evaluation	**The CLSE Department Head completes the Faculty Performance Evaluation instrument which is based on the accomplishment of the time commitments and goals jointly determined by the faculty member and the department head at the beginning of the year (see Faculty Performance Percentages and Goals form). These goals include categories in teaching, research and professional development, and service.**	**May 2021**	**May 2022**
Outcomes: Faculty goals in the areas of teaching, research and professional development, and service are individualized between each faculty member and the Department Head. See the sample documents in "7 Faculty Performance Evaluation".		**Dissemination:** Privately discussed between the faculty member and the Department Head. The written evaluation is given to the faculty member, discussed at an individual meeting, and the faculty member receives a signed copy of the performance evaluation. A copy is placed in the faculty personnel folder.	
9. Individual Course Evaluation Activities	**These are the various activities directed at evaluation of the student in individual courses at the instructors' discretion.**	**As needed throughout the semester**	**Level: Individual student**
Dissemination: The results of all such evaluations are private between the instructor and student.			
10. Counselor Preparation Comprehensive Examination (CPCE) or the AUM Comprehensive Assessment (ACA)	**This comprehensive exam evaluates the student's knowledge of the eight CACREP core areas.**	**At or near the end of the individual student's program of study**	**Level: Individual student**
Analysis and Utilization: The program aggregates the scores to determine areas for program improvement within the 8			
Dissemination: The individual results of activities 9 & 10 are private between the instructor and student. Aggregations of performance in the eight CACREP core areas reflected in will be shared on the program website in the Comprehensive Program Plan.			

Program Evaluation Activities

1. Counselor Education Survey

Spring 2022 AUM Counseling Program Survey*
by Current & Former Students
Note: Answers reflect the student's experience over the 2021 calendar year.

Q1 Customize Export ▾

Gender:

Answered: 22   Skipped: 0

Answer Choices	Responses	
Male	18.18%	4
Female	81.82%	18
Transgender	0.00%	0
Total		22

Q2. Ethnicity:

Answered: 22   Skipped: 0

Answer Choices	Responses	
Caucasian	40.91%	9
African American	45.45%	10
Hispanic	0.00%	0
Asian American	0.00%	0
Asian / Pacific Islander	9.09%	2
American Indian	0.00%	0
Other	4.55%	1
Total		22
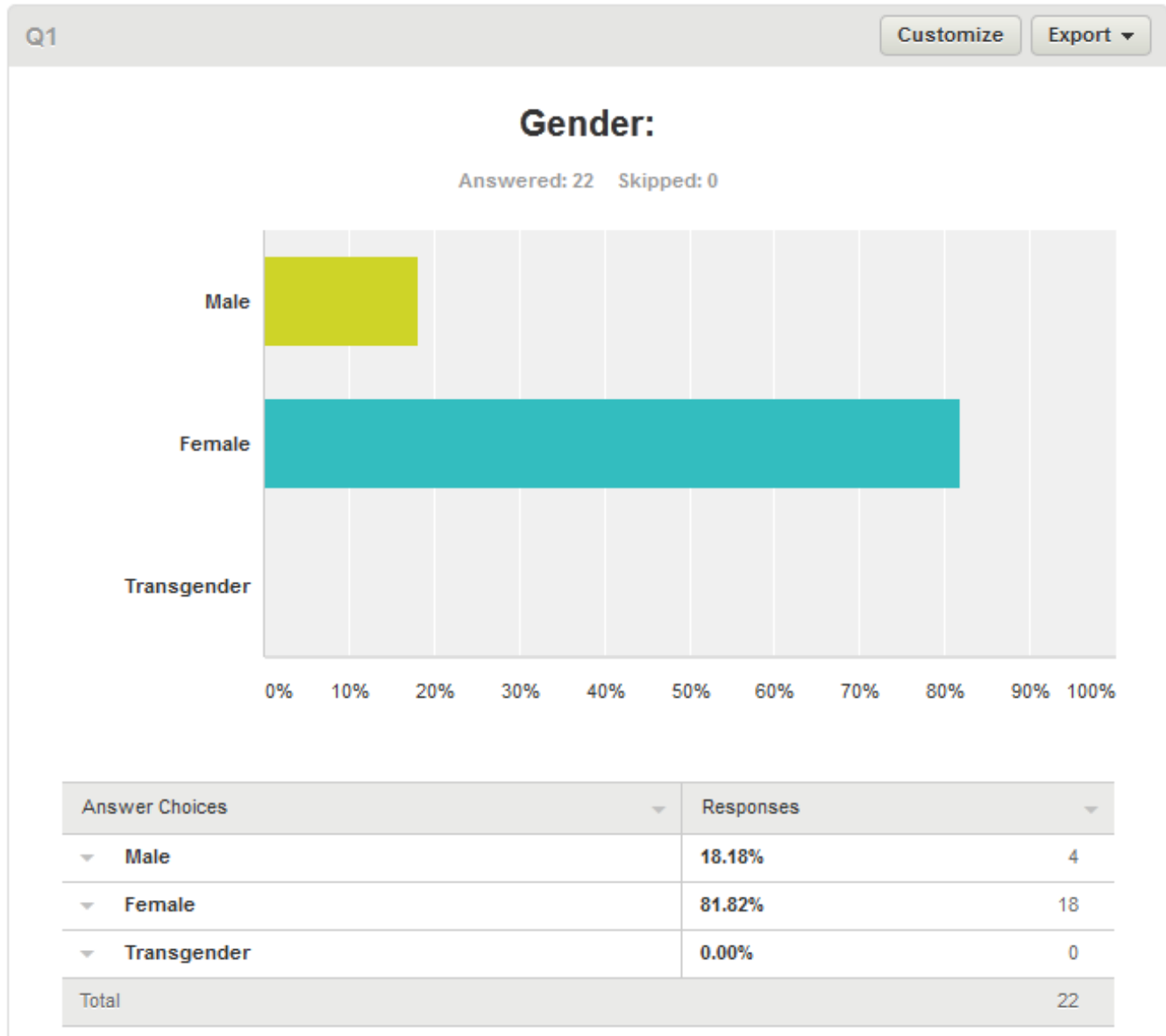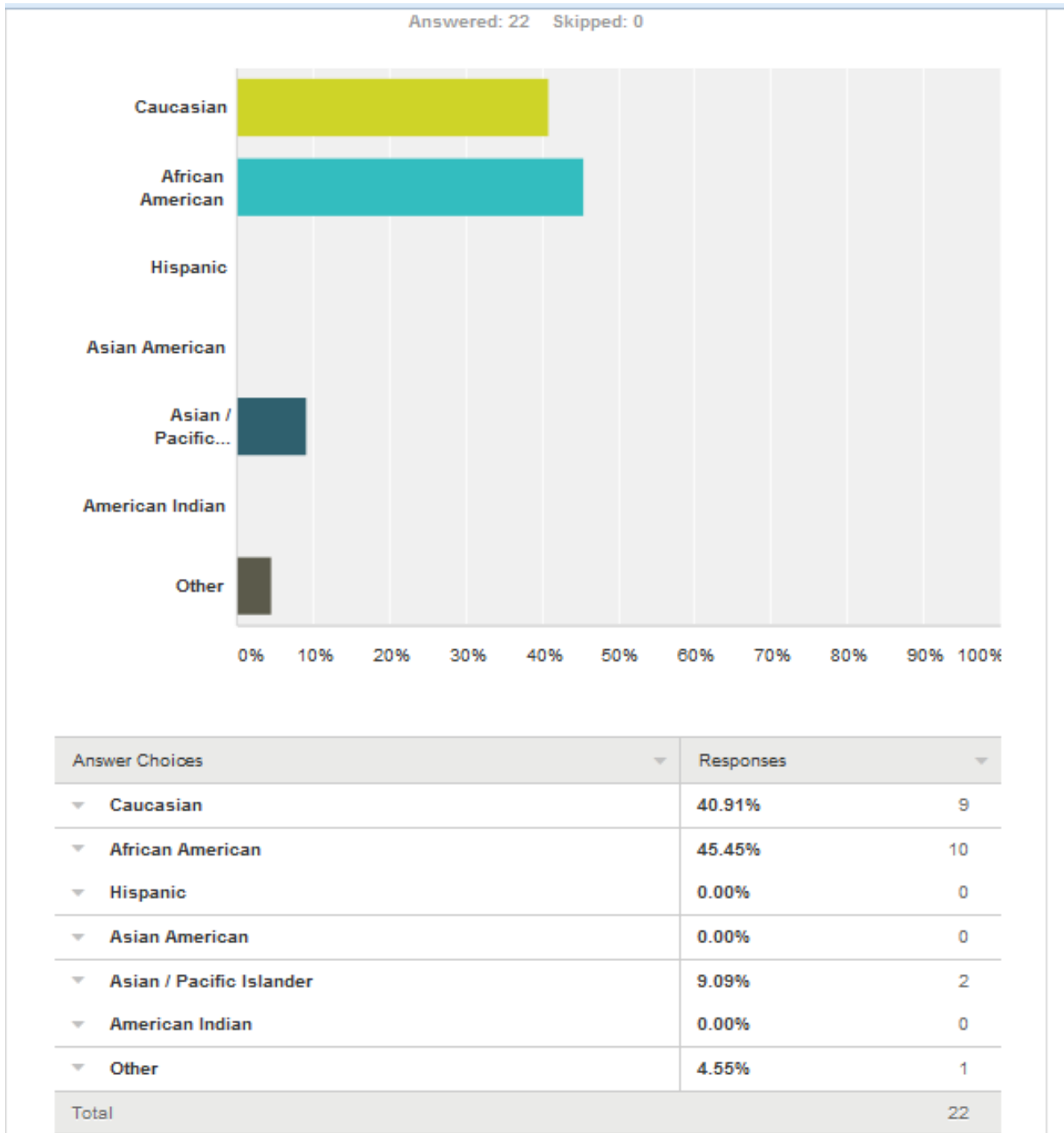
Other: African American/Asian/Pacific Islander

2022 AUM Counseling Program Survey by Current & Former Students

Q3.

Auburn Montgomery degree program(s) (check all that apply):

Answered: 22   Skipped: 0
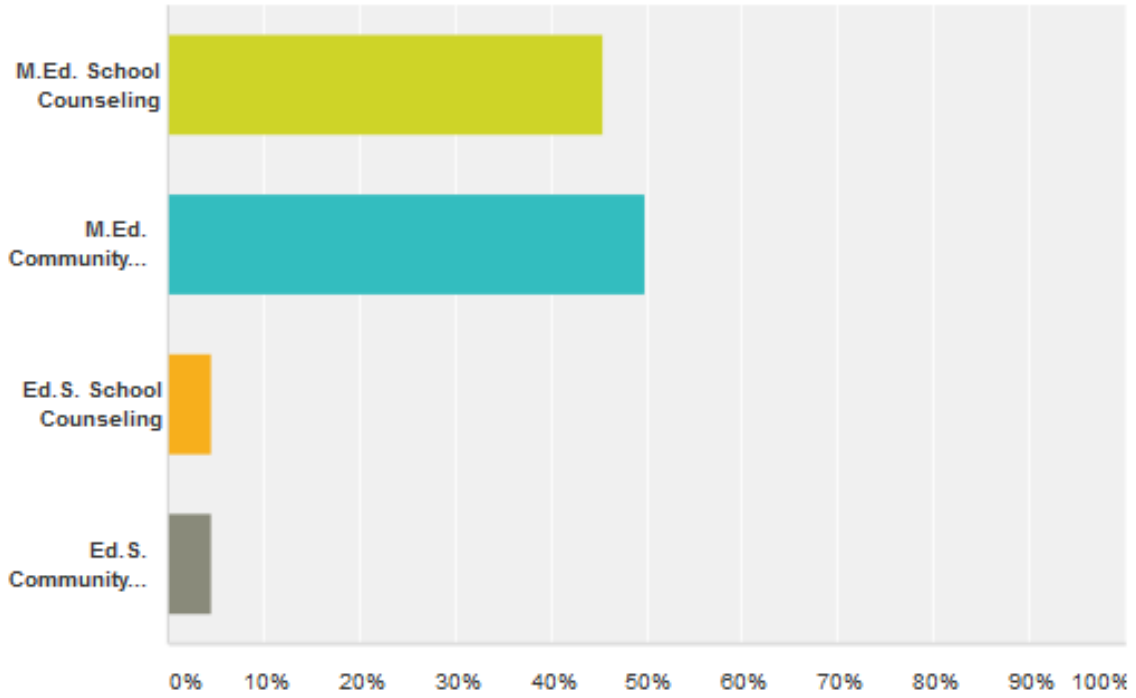
Answer Choices	Responses	
M.Ed. School Counseling	45.45%	10
M.Ed. Community Counseling	50.00%	11
Ed.S. School Counseling	4.55%	1
Ed.S. Community Counseling	4.55%	1
Total Respondents: 22		

2022 AUM Counseling Program Survey by Current & Former Students

Q4.

Program Completion:

Answered: 22   Skipped: 0
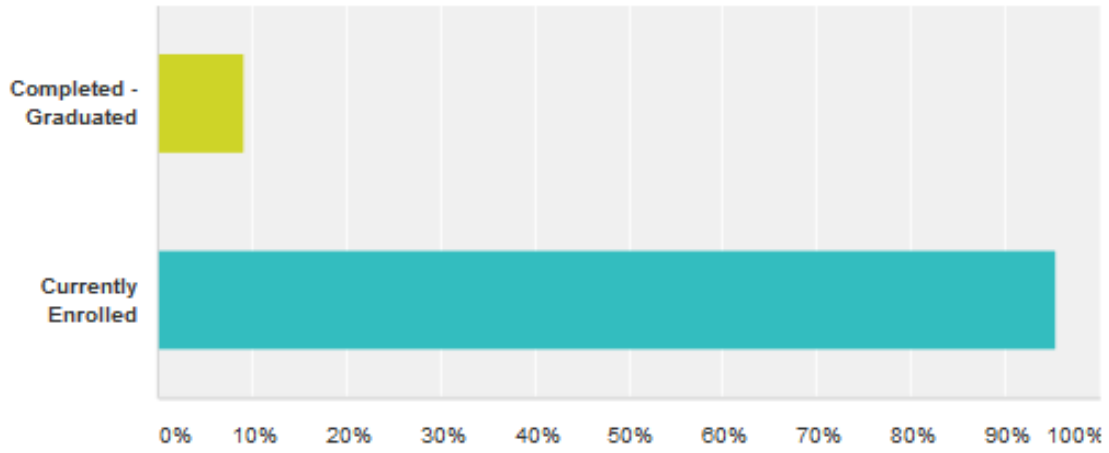
Answer Choices	Responses	
Completed - Graduated	9.09%	2
Currently Enrolled	95.45%	21
Total Respondents: 22		

2022 AUM Counseling Program Survey by Current & Former Students

Q5. If currently enrolled, how long have you been in the program?

Answered: 22   Skipped: 0
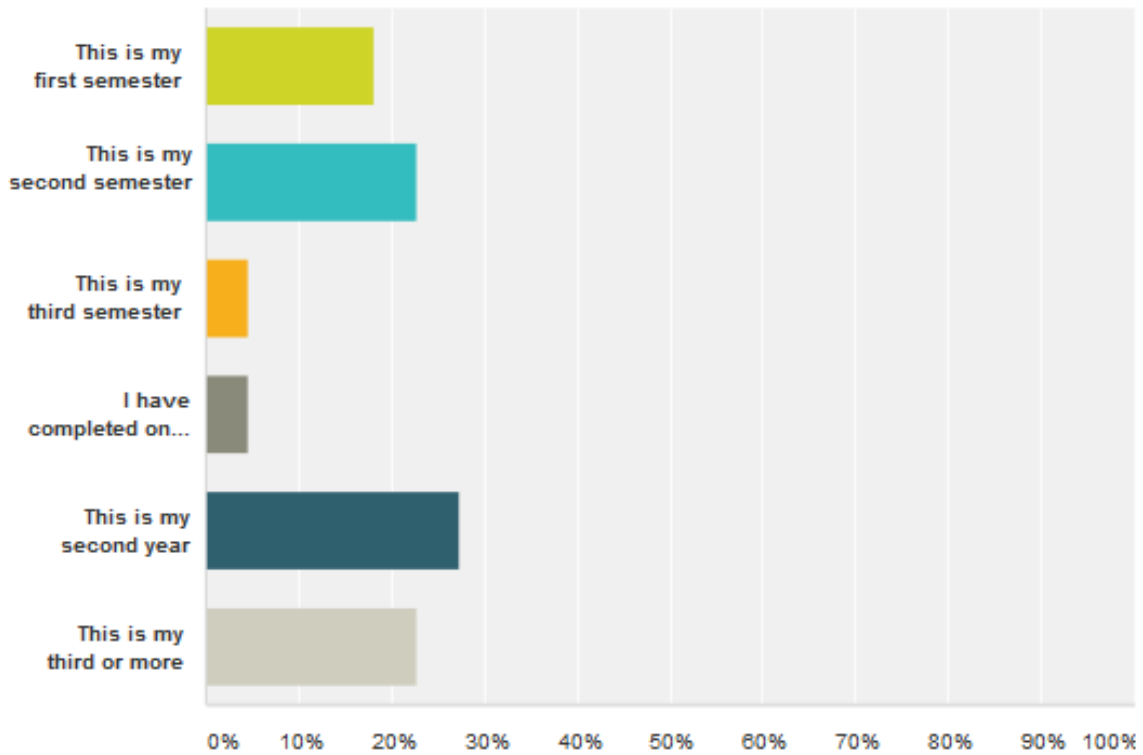
Answer Choices	Responses	
This is my first semester	18.18%	4
This is my second semester	22.73%	5
This is my third semester	4.55%	1
I have completed one (1) Year	4.55%	1
This is my second year	27.27%	6
This is my third or more	22.73%	5
Total		22

2022 AUM Counseling Program Survey by Current & Former Students

Q6.

Did you receive your Undergraduate degree from Auburn Montgomery?

Answered: 22   Skipped: 0
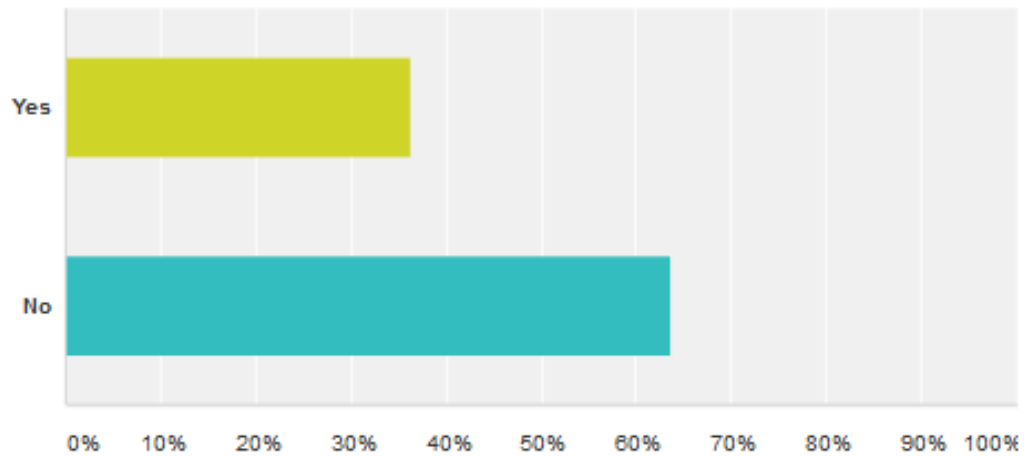
Answer Choices	Responses	
Yes	36.36%	8
No	63.64%	14
Total		22

2022 AUM Counseling Program Survey by Current & Former Students

Q7. What was your undergraduate major? (Note: multiple majors may select more than one answer) Answered: 22; Skipped: 0
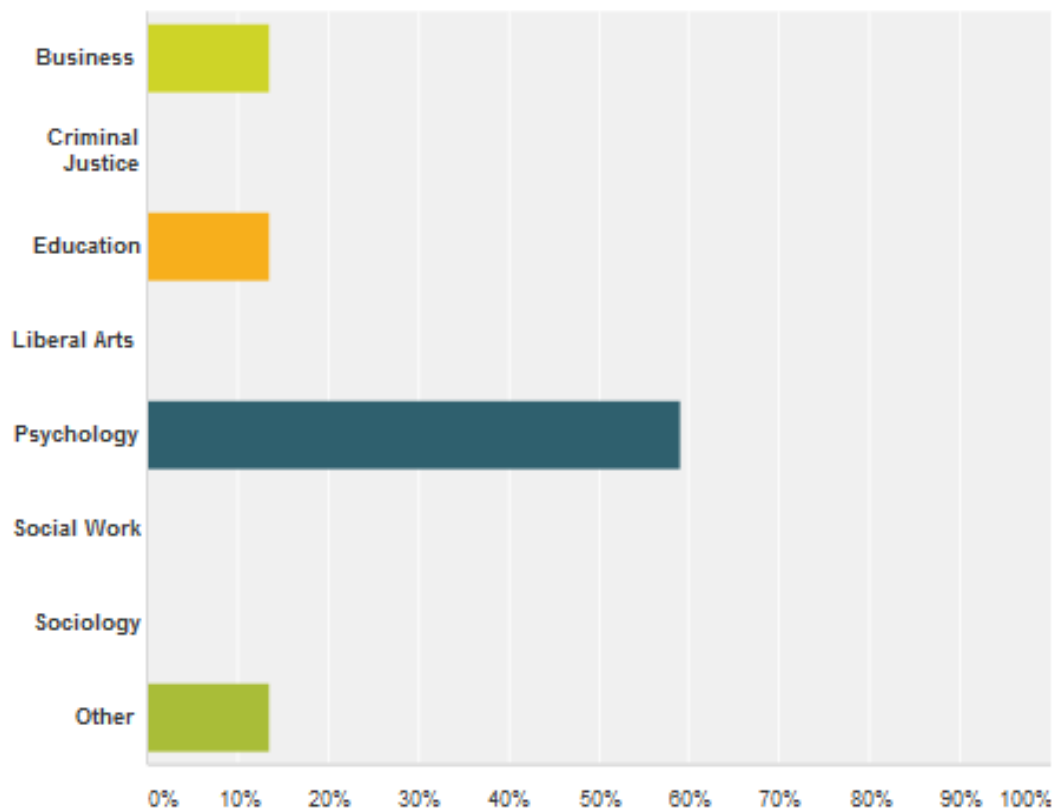
Answer Choices	Responses	
Business	13.64%	3
Criminal Justice	0.00%	0
Education	13.64%	3
Liberal Arts	0.00%	0
Psychology	59.09%	13
Social Work	0.00%	0
Sociology	0.00%	0
Other	13.64%	3
Total Respondents: 22		

Comments (3 Other): Communication; Recreational Therapy; & Biology

2022 AUM Counseling Program Survey by Current & Former Students

Q8.

What is your employment status?

Answered: 22   Skipped: 0
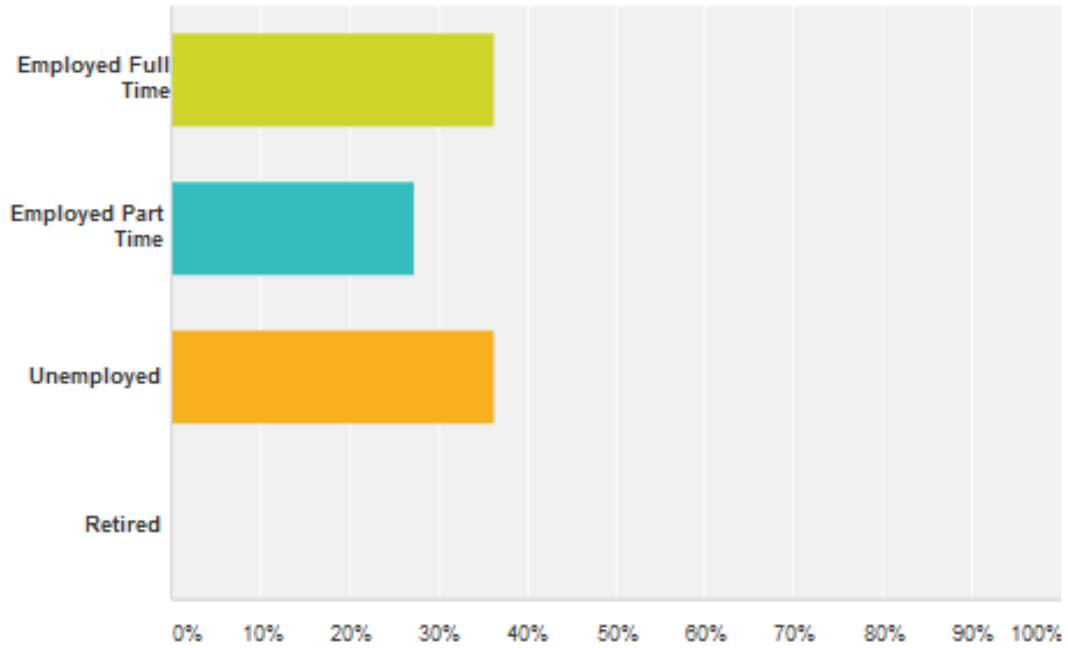
Answer Choices		Responses	
Employed Full Time		36.36%	8
Employed Part Time		27.27%	6
Unemployed		36.36%	8
Retired		0.00%	0
Total			22

2022 AUM Counseling Program Survey by Current & Former Students

Q9. Current Employment (indicate primary place of employment. If unemployed or retired, note primary former employment)

Answered: 22; Skipped: 0
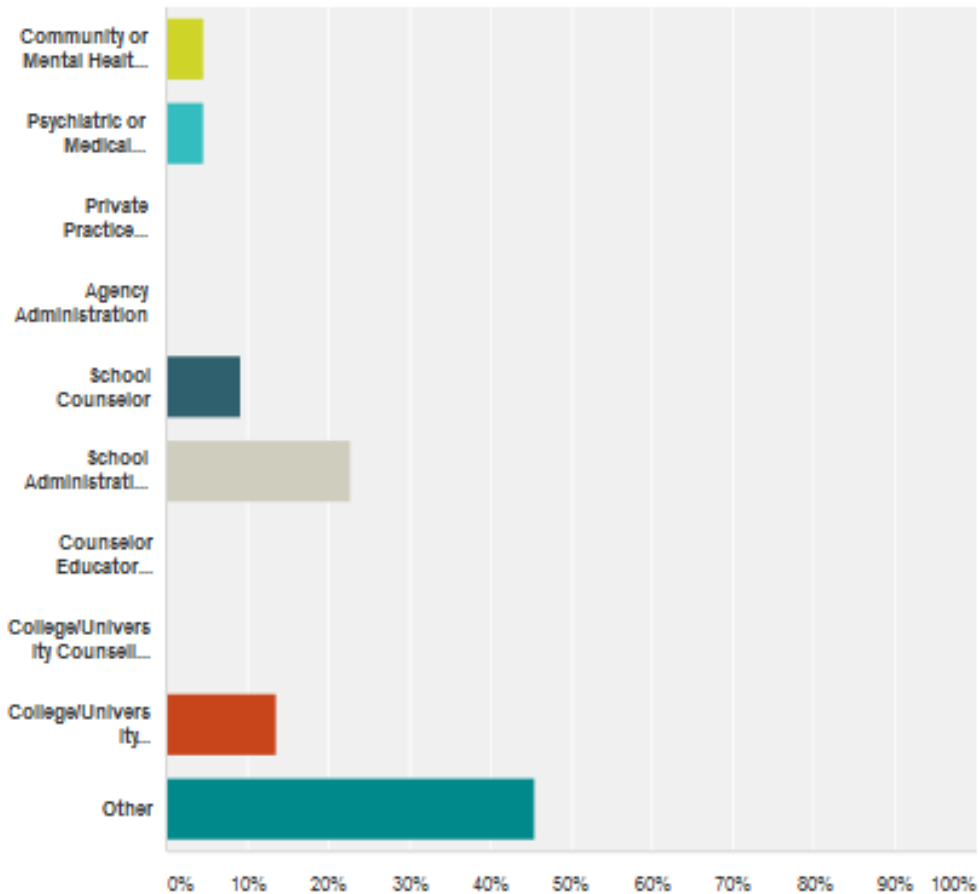
Answer Choices	Responses	
Community or Mental Health Agency	4.55%	1
Psychiatric or Medical Hospital	4.55%	1
Private Practice Counselor	0.00%	0
Agency Administration	0.00%	0
School Counselor	9.09%	2
School Administration/Teaching	22.73%	5
Counselor Educator (college/university)	0.00%	0
College/University Counseling Center	0.00%	0
College/University Administration	13.64%	3
Other	45.45%	10
Total		22

2022 AUM Counseling Program Survey by Current & Former Students

Q 10. Professional Certifications and/or Licensure (please check all professional certifications and licensures held)
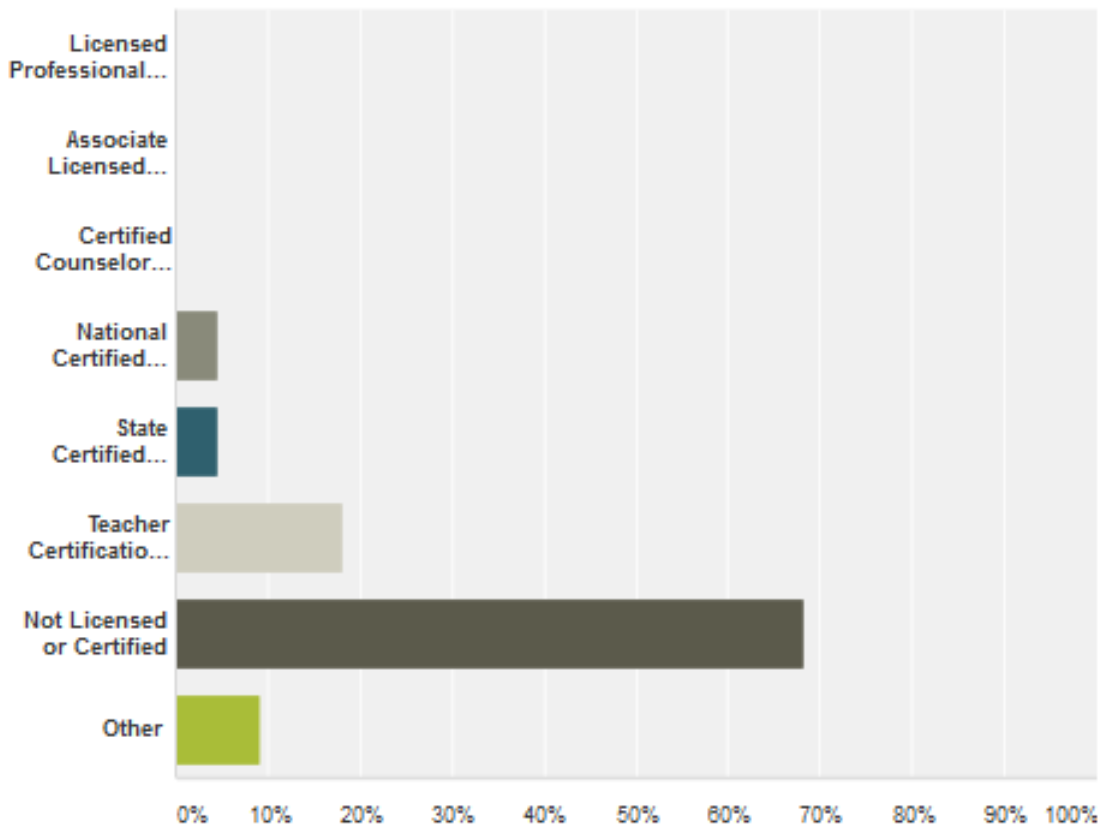
Answer Choices	Responses	
Licensed Professional Counselor (LPC)	0.00%	0
Associate Licensed Counselor (ALC)	0.00%	0
Certified Counselor Supervisor	0.00%	0
National Certified Counselor (NCC)	4.55%	1
State Certified School Counselor	4.55%	1
Teacher Certification or License	18.18%	4
Not Licensed or Certified	68.18%	15
Other	9.09%	2
Total Respondents: 22		

2022 AUM Counseling Program Survey by Current & Former Students

Q11. Are you a member of the American Counseling Association (ACA)?

Answer Choices		Responses	
▽	Yes	40.91%	9
▽	No	63.64%	14
Total Respondents: 22			

Q12. If you are a member of ACA, please indicate all divisions of which you are a member. Answered: 5 (yes ACA); Skipped: 17

1 (20%) Association for Assessment in Counseling and Education (AACE)
1 (20%) American College Counseling Association (ACCA)
1 (20%) Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
3 (60%) American School Counselor Association (ASCA)
1 (20%) Association for Specialists in Group Work (ASGW)
1 (20%) International Association of Addictions and Offender Counselors (IAAOC)

Q13. Are you a member of the Alabama Counseling Association (ALCA)?

Answer Choices		Responses	
▽	Yes	22.73%	5
▽	No	77.27%	17
Total			22

Q14. If you are a member of the Alabama Counseling Association (ALCA), please indicate all ALCA Divisions of which you are a current member.

(Answered: 5; Skipped: 17)
1 (20%) ALCCA - Alabama College Counseling Association
3 (60%) ALSCA - Alabama School Counselor Association
1 (20%) ALGBTICAL - Association of LGBT Issues in Counseling of Alabama
1 (20%) ALADARCA - Alabama Division of the American Rehabilitation Counseling Association
1 (20%) ALAMFC - Alabama Association for Marriage and Family Counseling
1 (20%) ALAAOC- Alabama Association for Addictions and Offenders Counselors

Q15. If you are a member of the Alabama Counseling Association (ALCA), please indicate your current Chapter membership. (Answered: 5; Skipped: 17)

5 (100%) Chapter VII: Bullock, Chambers, Clay, Coosa, Elmore, Lee, Macon, Montgomery, Randolph, Russell, Tallapoosa.

2022 AUM Counseling Program Survey by Current & Former Students

Q16. Please indicate all other Honors Societies, Education Associations, & other professional associations of which you are a member:

12 (54.55%) **No other memberships**
8 (36.36%) Chi Sigma Iota - Counseling Honors Society
2 (9.09%) Kappa Delta Pi - Education Honors Society
3 (13.64%) Alabama Education Association (AEA)
2 (9.09%) National Education Association (NEA)
2 (9.09%) Other: Phi Kappa Phi

Q17. Leadership and Professional Service - please list significant professional leadership positions: No responses to this question.

Q18. Please note any Professional Honors, Awards, or Recognitions:

(Answered: 1; Skipped: 21)
Outstanding Clinical Mental Health Counseling Student

Q19. Please rank (1,2,3) the three most important reasons you decided to enroll in the AUM Counselor Education Program (select only ONE CHOICE PER COLUMN): (Answered: 22; Skipped: 0)

2022 AUM Counseling Program Survey by Current & Former Students
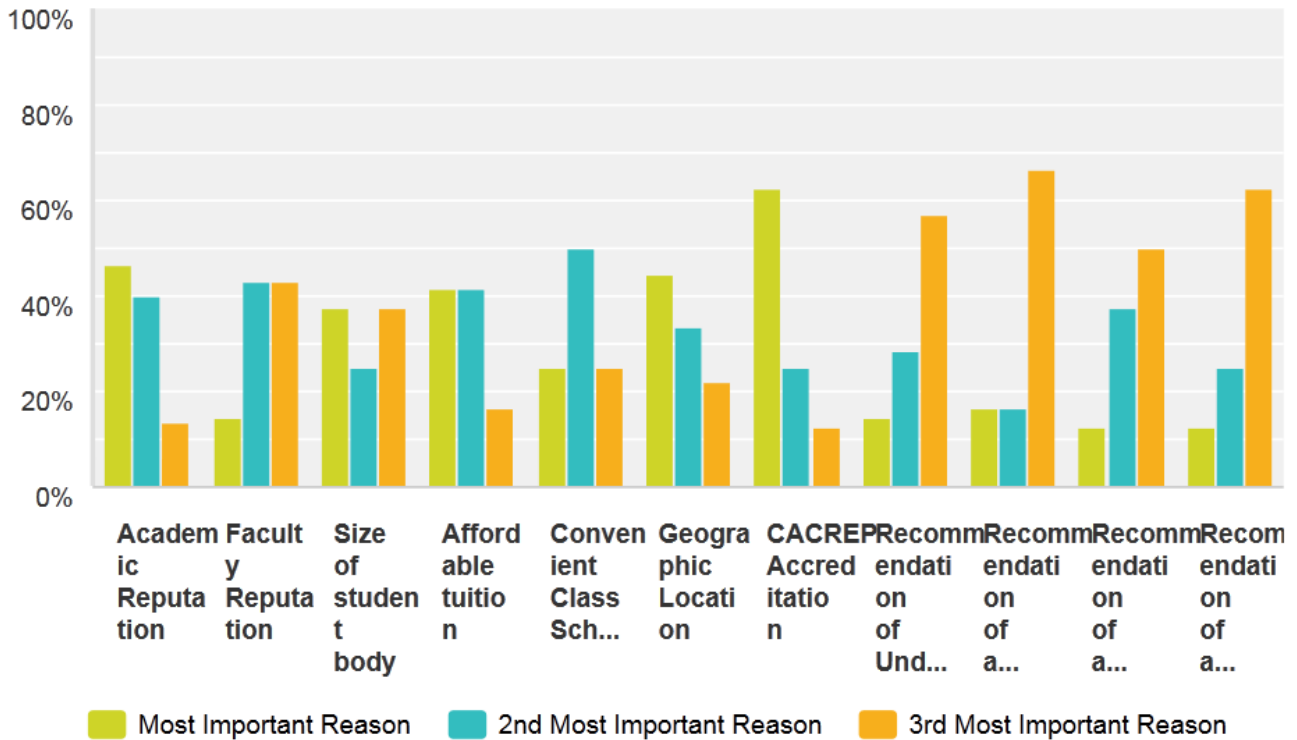
	Most Important Reason	2nd Most Important Reason	3rd Most Important Reason	Total
Academic Reputation	46.67% 7	40.00% 6	13.33% 2	15
Faculty Reputation	14.29% 1	42.86% 3	42.86% 3	7
Size of student body	37.50% 3	25.00% 2	37.50% 3	8
Affordable tuition	41.67% 5	41.67% 5	16.67% 2	12
Convenient Class Schedule	25.00% 2	50.00% 4	25.00% 2	8
Geographic Location	44.44% 8	33.33% 6	22.22% 4	18
CACREP Accreditation	62.50% 10	25.00% 4	12.50% 2	16
Recommendation of Undergraduate Adviser	14.29% 1	28.57% 2	57.14% 4	7
Recommendation of a teacher or professor	16.67% 1	16.67% 1	66.67% 4	6
Recommendation of a professional counselor	12.50% 1	37.50% 3	50.00% 4	8
Recommendation of a family member	12.50% 1	25.00% 2	62.50% 5	8

Q20. Was there some other important reason that you chose the AUM Counselor Education program? (Answered: 4; Skipped: 18)

Responses (4): Personal interest in the counseling field; To become effective in helping others deal with life situations; No; N/A

Q21. If you chose the AUM Counselor Education program due to Academic or Faculty reputation, please tell us how you became aware of this.

(Answered: 3; Skipped: 19)
Responses (3): I studied undergraduate studies at AUM.; searching in this school has this field; N/A.

Q22. If you came to the AUM Counselor Education program because of the personal recommendation of someone, please explain: (Answered: 3; Skipped: 19)

Responses (3): It was a recommendation of a few of my psychology professors; family recommendation; N/A.

Q23. Training Areas (Answered: 21; Skipped: 1)
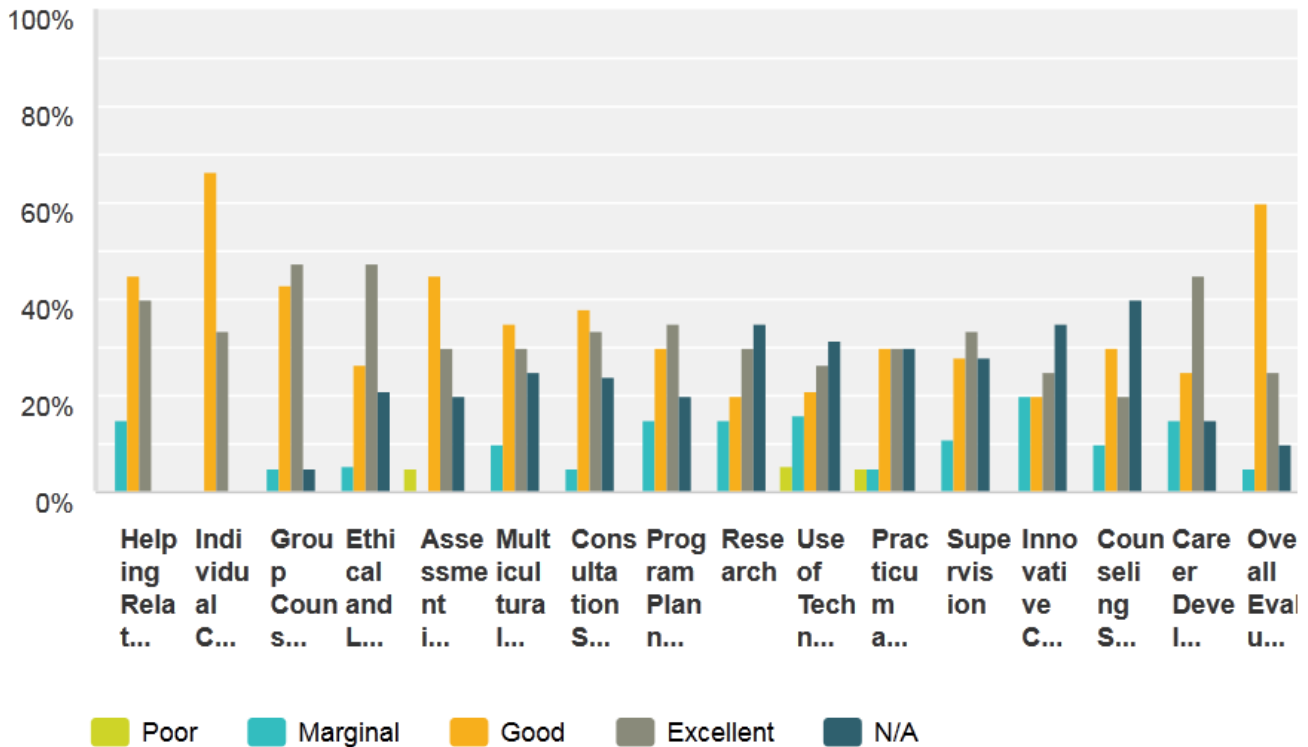
	Poor	Marginal	Good	Excellent	N/A	Total
Helping Relationship Skills	0.00% 0	15.00% 3	45.00% 9	40.00% 8	0.00% 0	20
Individual Counseling Theories	0.00% 0	0.00% 0	66.67% 14	33.33% 7	0.00% 0	21
Group Counseling	0.00% 0	4.76% 1	42.86% 9	47.62% 10	4.76% 1	21
Ethical and Legal Issues	0.00% 0	5.26% 1	26.32% 5	47.37% 9	21.05% 4	19
Assessment in Counseling	5.00% 1	0.00% 0	45.00% 9	30.00% 6	20.00% 4	20
Multicultural Counseling Competencies	0.00% 0	10.00% 2	35.00% 7	30.00% 6	25.00% 5	20
Consultation Skills	0.00% 0	4.76% 1	38.10% 8	33.33% 7	23.81% 5	21
Program Planning & Evaluation	0.00% 0	15.00% 3	30.00% 6	35.00% 7	20.00% 4	20
Research	0.00% 0	15.00% 3	20.00% 4	30.00% 6	35.00% 7	20
Use of Technology in Counseling	5.26% 1	15.79% 3	21.05% 4	26.32% 5	31.58% 6	19
Practicum and Internships	5.00% 1	5.00% 1	30.00% 6	30.00% 6	30.00% 6	20
Supervision	0.00% 0	11.11% 2	27.78% 5	33.33% 6	27.78% 5	18
Innovative Counseling Approaches (Play Therapy, Family Counseling, etc.	0.00% 0	20.00% 4	20.00% 4	25.00% 5	35.00% 7	20
Counseling Specific Populations (Addictions, Diverse Families, Abuse, Aging, etc.)	0.00% 0	10.00% 2	30.00% 6	20.00% 4	40.00% 8	20
Career Development & Vocational Assessment	0.00% 0	15.00% 3	25.00% 5	45.00% 9	15.00% 3	20
Overall Evaluation of your training	0.00% 0	5.00% 1	60.00% 12	25.00% 5	10.00% 2	20

2022 AUM Counseling Program Survey by Current & Former Students

Q24. Professional Development and Involvement Opportunities Please check the description that best represents your evaluation of faculty helpfulness in becoming involved in professional counseling organizations, including membership, conferences, leadership, presentations and publications. (Answered: 21; Skipped: 1)
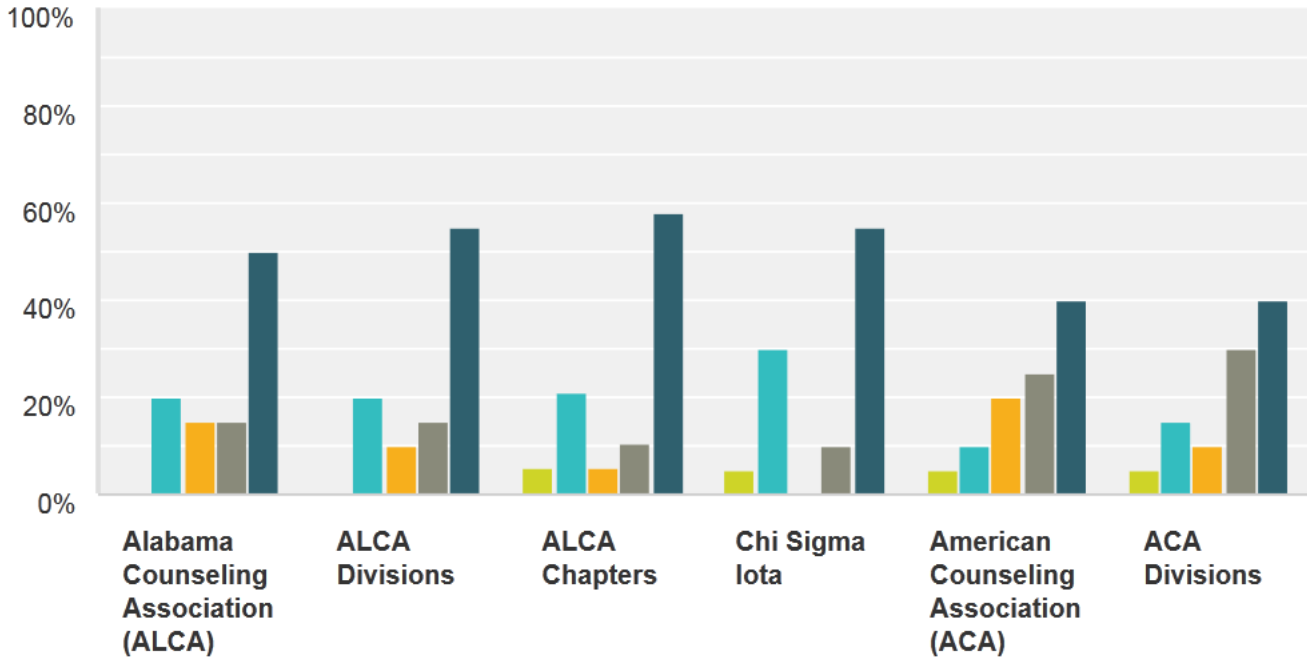
	Not Helpful	Somewhat Helpful	Helpful	Very Helpful	N/A	Total
Alabama Counseling Association (ALCA)	0.00% 0	20.00% 4	15.00% 3	15.00% 3	50.00% 10	20
ALCA Divisions	0.00% 0	20.00% 4	10.00% 2	15.00% 3	55.00% 11	20
ALCA Chapters	5.26% 1	21.05% 4	5.26% 1	10.53% 2	57.89% 11	19
Chi Sigma Iota	5.00% 1	30.00% 6	0.00% 0	10.00% 2	55.00% 11	20
American Counseling Association (ACA)	5.00% 1	10.00% 2	20.00% 4	25.00% 5	40.00% 8	20
ACA Divisions	5.00% 1	15.00% 3	10.00% 2	30.00% 6	40.00% 8	20

2022 AUM Counseling Program Survey by Current & Former Students

Q25. Faculty-Student Mentoring With which of the following did the faculty mentor, model, or provide helpful assistance? Please check all that apply.

(Answered: 21; Skipped: 1)
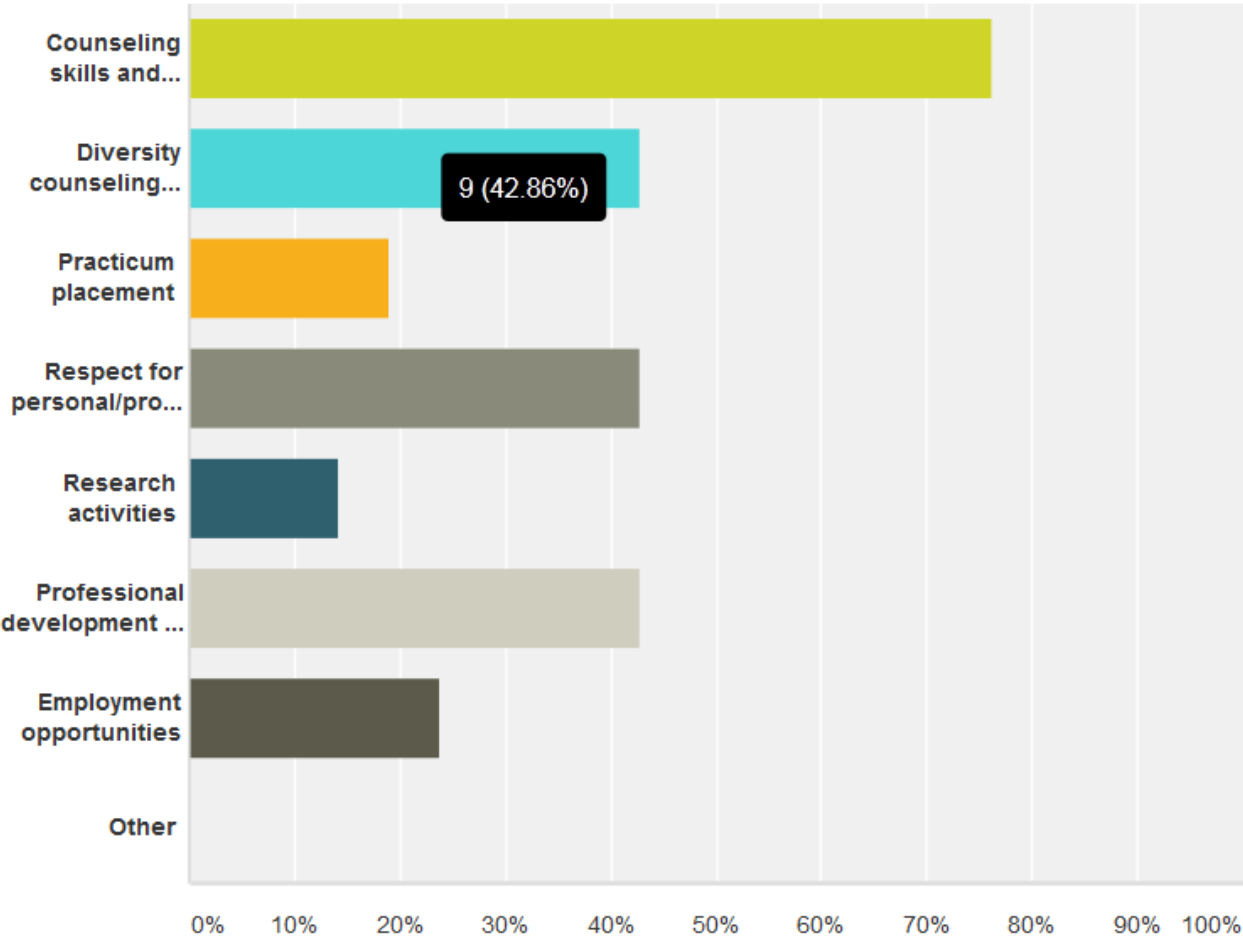
Answer Choices	Responses	
Counseling skills and attitudes	76.19%	16
Diversity counseling competencies	42.86%	9
Practicum placement	19.05%	4
Respect for personal/professional boundaries	42.86%	9
Research activities	14.29%	3
Professional development and involvement	42.86%	9
Employment opportunities	23.81%	5
Other	0.00%	0
Total Respondents: 21		

2022 AUM Counseling Program Survey by Current & Former Students

Q26. Suggestions: Please share any suggestions to improve the graduate counseling programs at AUM. (Answered: 8; Skipped: 14)

Responses (8):

1. Need more collaboration with psychology department for class availability and effective preparation for Clinical Counseling. Practicum/internship placement.;

2. I feel that the program can be a good program, but the attention to what it is really like as a counselor is not available. There are a lot of outside factors that occur that can hinder the learning environment.

3. Better preparation before going into Practicum. I wish I could have shadowed or seen some videos in class that showed a counseling session. More real-life examples on how to implement theories. It is nice to practice them in class but it would be great if we could see examples on how to do it properly before trying to do it ourselves. I know experience is the best teacher but it would be very helpful to see more examples.;

4. I would prefer if lectures were in power point format.;

5. I feel as if one professor made us study some models and theories that are out of date and that we will not be tested on either for graduation or for the licensing exam. I feel that in this person's classes, I was taught certain things because of their personal interest rather than practical need.;

6. More instructors so that we can have more diverse learning from other professionals and more classes that specialize in the different areas of counseling.

Program Evaluation Activities

2. Site Evaluation of the AUM Counseling Program

Rubric: Site Evaluation of the AUM Counseling Program

	Poor (1 pts)	Poor (1 pts)	2 (2 pts)	2 (2 pts)	3 (3 pts)	3 (3 pts)	4 (4 pts)	4 (4 pts)	Excellent (5 pts)	Excellent (5 pts)	n	Mean	Mode	Stdev
Knowledge Base	1	20.00%	0	0.00%	0	0.00%	2	40.00%	2	40.00%	5	3.800	5.000	1.470
Individual Counseling Skills	1	20.00%	0	0.00%	0	0.00%	2	40.00%	2	40.00%	5	3.800	5.000	1.470
Group Counseling Skills	1	33.33%	0	0.00%	0	0.00%	1	33.33%	1	33.33%	3	3.333	1.000	1.700
Time Management	1	20.00%	0	0.00%	1	20.00%	1	20.00%	2	40.00%	5	3.600	5.000	1.497
Self Care / Wellness	1	20.00%	0	0.00%	0	0.00%	2	40.00%	2	40.00%	5	3.800	5.000	1.470
Ethics	1	20.00%	0	0.00%	0	0.00%	1	20.00%	3	60.00%	5	4.000	5.000	1.549
Documentation	1	20.00%	0	0.00%	0	0.00%	2	40.00%	2	40.00%	5	3.800	5.000	1.470
Professionalism	1	20.00%	0	0.00%	0	0.00%	1	20.00%	3	60.00%	5	4.000	5.000	1.549
Effectiveness with the Clients/Students	1	20.00%	0	0.00%	0	0.00%	1	20.00%	3	60.00%	5	4.000	5.000	1.549

Knowledge Base — 1 (20.00%) | 2 (40.00%) | 2 (40.00%)

Individual Counseling Skills — 1 (20.00%) | 2 (40.00%) | 2 (40.00%)

Group Counseling Skills — 1 (33.33%) | 1 (33.33%) | 1 (33.33%)

Time Management — 1 (20.00%) | 1 (20.00%) | 1 (20.00%) | 2 (40.00%)

Self Care / Wellness — 1 (20.00%) | 2 (40.00%) | 2 (40.00%)

Ethics — 1 (20.00%) | 1 (20.00%) | 3 (60.00%)

Documentation — 1 (20.00%) | 2 (40.00%) | 2 (40.00%)

Professionalism — 1 (20.00%) | 1 (20.00%) | 3 (60.00%)

Effectiveness with the Clients/Students — 1 (20.00%) | 1 (20.00%) | 3 (60.00%)

Legend: Poor | 2 | 3 | 4 | Excellent
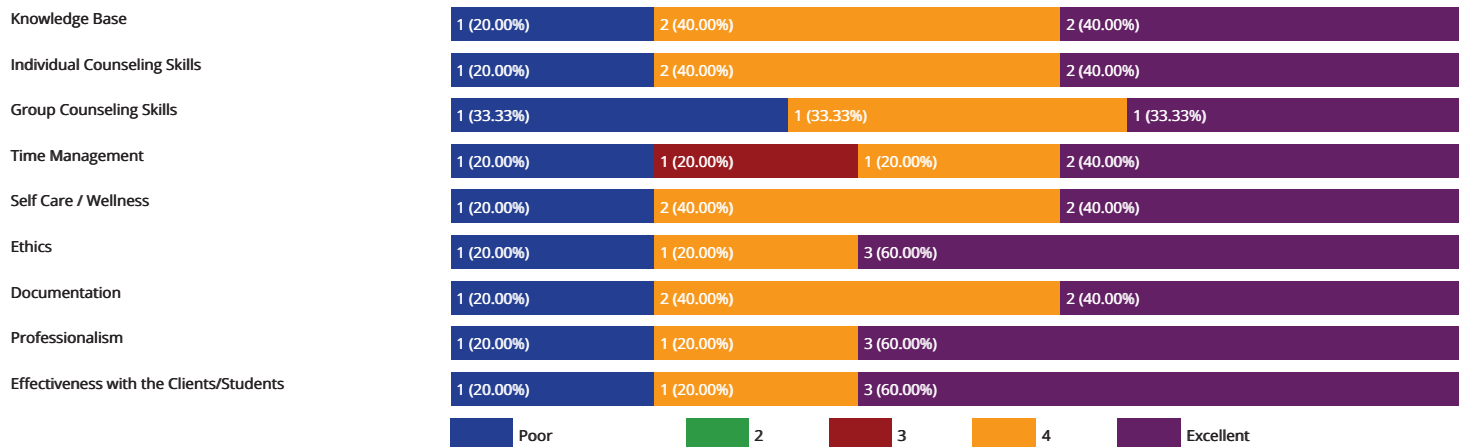
Inter-Rater Summary

	Site 1	Site 2	Site 3	Site 4	Mean	Stdev
Knowledge Base	1.000	4.500	4.000	5.000	3.625	1.797
Individual Counseling Skills	1.000	4.500	4.000	5.000	3.625	1.797
Group Counseling Skills	1.000	4.500			2.750	2.475
Time Management	1.000	4.500	3.000	5.000	3.375	1.797
Self Care / Wellness	1.000	4.500	4.000	5.000	3.625	1.797
Ethics	1.000	4.500	5.000	5.000	3.875	1.931
Documentation	1.000	4.500	4.000	5.000	3.625	1.797
Professionalism	1.000	4.500	5.000	5.000	3.875	1.931
Effectiveness with the Clients/Students	1.000	4.500	5.000	5.000	3.875	1.931

Rubric: AUM Program Services Part 2 of Site Evaluation of the AUM Counseling Program

	Yes (2 pts)	Yes (2 pts)	No (1 pts)	No (1 pts)	n	Mean	Mode	Stdev
Supervison orientation was provided to our site.	3	60.00%	2	40.00%	5	1.600	2.000	0.490
Assistance was available to the site if requested.	5	100.00%	0	0.00%	5	2.000	2.000	0.000
Consultation regarding students was provided.	5	100.00%	0	0.00%	5	2.000	2.000	0.000
Professional development was offered to the site.	3	60.00%	2	40.00%	5	1.600	2.000	0.490

Supervison orientation was provided to our site.
3 (60.00%)   2 (40.00%)

Assistance was available to the site if requested.
5 (100.00%)

Consultation regarding students was provided.
5 (100.00%)

Professional development was offered to the site.
3 (60.00%)   2 (40.00%)

Yes   No
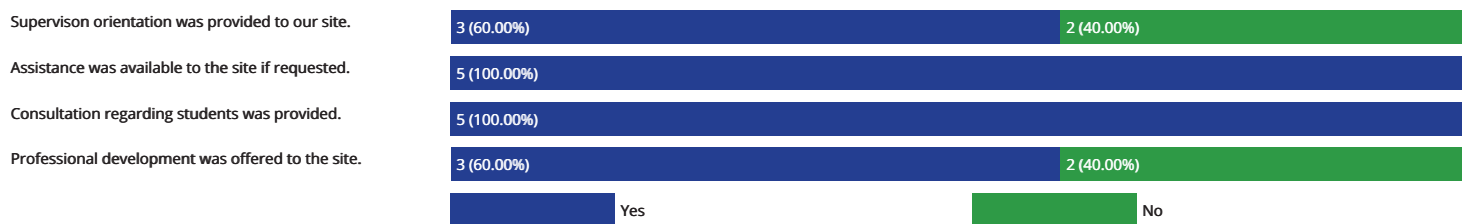
Inter-Rater Summary

	Site 1	Site 2	Site 3	Site 4	Mean	Stdev
Supervison orientation was provided to our site.	2.000	1.000	2.000	2.000	1.750	0.500
Assistance was available to the site if requested.	2.000	2.000	2.000	2.000	2.000	0.000
Consultation regarding students was provided.	2.000	2.000	2.000	2.000	2.000	0.000
Professional development was offered to the site.	2.000	1.000	2.000	2.000	1.750	0.500

Program Evaluation Activities

3. Faculty Review of
Student Performance

FACULTY REVIEW OF STUDENT PERFORMANCE

School Counseling Summary
2021

Purpose of This Recommendation: For faculty to conduct a regular review of student progress in academic and personal areas affecting successful completion of the program of study.

I. Academic Skills	Strength	No Concern	Concern	N/A
a. Completion of Assignments	6		2	
b. Class Participation	6		2	
c. Quality of Work	6		2	
d. Attendance	5	1	2	
e. Punctuality	6		2	
f.				
II. Clinical Skills				
a. Basic Attending Skills	2			6
b. Intentionality	2			6
c. Case Conceptualization	2			6
d. Treatment Outcomes	1			7
e. Accountability/Record Keeping	1			7
f. Use of appropriate Counseling Techniques	2			6
g.				
III. Ethical and Professional Behavior	8			
a. Ethical Conduct	8			
b. Professional Conduct	8			
c. Respect for Diversity	7		1	
d. Communication Skills	8			
e. Professional Identity	8			
IV. Personal Characteristics				
a. Stability	7	1		
b. Maturity	8			
c. Cooperativeness	8			
d. Motivation	7	1		
e. Peer Relationships	8			
f. Reaction to Feedback	8			
g. Comportment	8			
h. Appropriate Dress	8			
i. Attitude				
j.				

Recommendation to continue in program:

8 Students Recommended; 0 Provisionally Recommend; 0 Remediated; 0 Do not Recommend

11-11-14

FACULTY REVIEW OF STUDENT PERFORMANCE

Clinical Mental Health Counseling Summary
2021

Purpose of This Recommendation: For faculty to conduct a regular review of student progress in academic and personal areas affecting successful completion of the program of study.

I. Academic Skills	Strength	No Concern	Concern	N/A
a. Completion of Assignments	26	1	2	
b. Class Participation	26	1	2	
c. Quality of Work	26	4		
d. Attendance	26	2	2	
e. Punctuality	27	1	1	
f.				
II. Clinical Skills				
a. Basic Attending Skills	12	2		15
b. Intentionality	12	2		15
c. Case Conceptualization	12	2		15
d. Treatment Outcomes	6	1	1	21
e. Accountability/Record Keeping	7		1	21
f. Use of appropriate Counseling Techniques	12			17
g.				
III. Ethical and Professional Behavior				
a. Ethical Conduct	28	1		
b. Professional Conduct	27		2	
c. Respect for Diversity	29			
d. Communication Skills	28		1	
e. Professional Identity	28	1		
IV. Personal Characteristics				
a. Stability	26		2	
b. Maturity	26	1	1	
c. Cooperativeness	27	1	1	
d. Motivation	28	1		
e. Peer Relationships	28	1		
f. Reaction to Feedback	27	1	1	
g. Comportment	28	1		
h. Appropriate Dress	29			
i. Attitude	28		1	
j.				

Recommendation to continue in program:

29 Students evaluated
27 Students Recommended; 1 Provisionally Recommend; 1 Remediated; 0 Do not Recommend

11-11-14

Program Evaluation Activities

4. Livetext Evaluation

This report is created by AUM College of Education Admin at 2022-10-05 21:10:54

My Reports - Assessment Report

Combined KPI data all programs: CHMC & SC

General Information

Title	Counselor Education 2021 Assessment Data Combined
Institution	AL: Auburn University - Montgomery
Course Section	Fall 2021 - ECED 6220 - 0 Fall 2021 - ECED 6270 - L Fall 2021 - ECED 6280 - 0 Fall 2021 - ECED 6310 - L Fall 2021 - ECED 6330 - 0 Fall 2021 - ECED 6350 - N Fall 2021 - ECED 6360 - 0 Fall 2021 - ECED 6440 - N Fall 2021 - ECED 6510 - N Fall 2021 - ECED 6560 - 0 Fall 2021 - ECED 6914 - 0 Fall 2021 - ECED 6924 - 0 Fall 2021 - ECED 6925 - 0 Spring 2021 - ECED 6260 - 0 Spring 2021 - ECED 6290 - 0 Spring 2021 - ECED 6300 - 0 Spring 2021 - ECED 6340 - 0 Spring 2021 - ECED 6380 - 0 Spring 2021 - ECED 6410 - 0 Spring 2021 - ECED 6510 - 0 Spring 2021 - ECED 6914 - 0 Spring 2021 - ECED 6924 - 0 Spring 2021 - ECED 6925 - 0 Summer 2021 - ECED 6230 - 0 Summer 2021 - ECED 6240 - N Summer 2021 - ECED 6370 - N Summer 2021 - ECED 6380 - N Summer 2021 - ECED 6420 - N Summer 2021 - ECED 6914 - 0 Summer 2021 - ECED 6924 - 0 Summer 2021 - ECED 6925 - 0
Assessment Rubric	Form C: Mid-Term Site-Supervisor's Evaluation of Counseling Student's Performance - Overal Student Performance (AUM Placement Coordinator) Form C: Mid-Term Site-Supervisor's Evaluation of Counseling Student's Performance - Rubric (AUM Placement Coordinator) Form CC: 2021 CMHC On-Site Supervisor's Evaluation of CMHC Student's Performance - This evaluation will be available to the intern at the time it is submitted by the Supervisor. (AUM Placement Coordinator) Form CC: CMHC On-Site Supervisor's Evaluation of CMHC Student's Performance - This evaluation will be available to the intern at the time it is submitted by the Supervisor. (AUM Placement Coordinator) Form CS: SC School Counselor Performance Evaluation - In comments provide additional activities observed, if any. (AUM Placement Coordinator) Form D: Site & Supervisor Evaluation By the Student CMHC - Student's Evaluation of the Site Supervisor (AUM Placement Coordinator) Form D: Site & Supervisor Evaluation By the Student CMHC - Use Comments section to provide answers to each question. (AUM Placement Coordinator) Form E: Site Evaluation of the AUM Counseling Program CMHC - AUM Program Services Part 2 of Site Evaluation of the AUM Counseling Program (AUM Placement Coordinator) Form E: Site Evaluation of the AUM Counseling Program CMHC - Site Evaluation of the AUM Counseling Program (AUM Placement Coordinator) Intern Evaluation of School Counselor and US - Rubric (AUM Placement Coordinator) School Counseling FINAL Site Supervisor Evaluation of Intern Performance - Please rate the intern's performance on the following competencies: (AUM Placement Coordinator) School Counseling Mid-Term Site Supervisor Evaluation of Intern Performance - Please rate the intern's performance on the following competencies: (AUM Placement Coordinator) School Counseling: Site Supervisor's Evaluation of AUM School Counseling Program - How would you rate AUM's preparation of counseling students in the following areas? (AUM Placement Coordinator) Supplemental Rubric: CACREP Master's - Supplemental Rubric: CACREP Clinical Mental Health Counseling (AUM College of Education Admin) Supplemental Rubric: CACREP Master's - Supplemental Rubric: CACREP Key Performance Indicators (KPI) (AUM College of Education Admin) Supplemental Rubric: CACREP Master's - Supplemental Rubric: CACREP School Counseling (AUM College of Education Admin)
Assessment Type	Summative
Scoring Type	Final
Academic Program	12MED-CED 12MED-CMHC
Inter-Rater Summary	Y

Core KPI's: all tracks

Rubric: Supplemental Rubric: CACREP Key Performance Indicators (KPI)

	(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%	48	34.78%	90	65.22%	138	3.652	4.000	0.476
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%	48	34.78%	90	65.22%	138	3.652	4.000	0.476
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%	48	34.78%	90	65.22%	138	3.652	4.000	0.476
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%	48	34.78%	90	65.22%	138	3.652	4.000	0.476
Candidate has knowledge of the development of evaluation of counseling interventions and programs	0	0.00%	0	0.00%	49	32.03%	104	67.97%	153	3.680	4.000	0.467
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%	48	31.37%	105	68.63%	153	3.686	4.000	0.464
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.	0	0.00%	1	0.72%	48	34.78%	89	64.49%	138	3.638	4.000	0.496
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%	1	0.72%	49	35.25%	89	64.03%	139	3.633	4.000	0.497
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%	1	0.68%	48	32.88%	97	66.44%	146	3.658	4.000	0.489
KPI #9: The student demonstrates knowledge of and the ability to apply theories and models of counseling	0	0.00%	0	0.00%	58	38.93%	91	61.07%	149	3.611	4.000	0.488
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%	0	0.00%	49	33.33%	98	66.67%	147	3.667	4.000	0.471
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%	49	35.51%	89	64.49%	138	3.645	4.000	0.479
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%	49	35.51%	89	64.49%	138	3.645	4.000	0.479
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%	49	35.51%	89	64.49%	138	3.645	4.000	0.479
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%	49	35.51%	89	64.49%	138	3.645	4.000	0.479
KPI #15: The student demonstrates knowledge of and the skill for evaluation of counseling interventions and programs	0	0.00%	0	0.00%	48	34.78%	90	65.22%	138	3.652	4.000	0.476
KPI #16: The student demonstrates knowledge of and skill in qualitative, quantitative, and mixed research methods	0	0.00%	0	0.00%	48	34.78%	90	65.22%	138	3.652	4.000	0.476

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
CACREP-2016-2.F.1.f
48 (34.78%) | 90 (65.22%)

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
CACREP-2016-2.F.1.f
48 (34.78%) | 90 (65.22%)

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
CACREP-2016-2.F.2.b
48 (34.78%) | 90 (65.22%)

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.
CACREP-2016-2.F.2.h
48 (34.78%) | 90 (65.22%)

Candidate has knowledge of the development of evaluation of counseling interventions and programs
CACREP-2016-2.F.8.e
49 (32.03%) | 104 (67.97%)

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
CACREP-2016-2.F.3.e
48 (31.37%) | 105 (68.63%)

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.
CACREP-2016-2.F.3.f
1 (0.72%) | 48 (34.78%) | 89 (64.49%)

KPI #7: The student demonstrates knowledge of and the ability to apply theories and models of career development, counseling, and decision making
CACREP-2016-2.F.4.a
1 (0.72%) | 49 (35.25%) | 89 (64.03%)

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
CACREP-2016-2.F.4.h
1 (0.68%) | 48 (32.88%) | 97 (66.44%)

KPI #9: The student demonstrates knowledge of and the ability to apply theories and models of counseling
CACREP-2016-2.F.5.a
58 (38.93%) | 91 (61.07%)

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
CACREP-2016-2.F.5.m
49 (33.33%) | 98 (66.67%)

KPI #11: The student demonstrates knowledge of and the ability to apply dynamics associated with group process and development
CACREP-2016-2.F.6.b
49 (35.51%) | 89 (64.49%)

KPI #12: The student demonstrates knowledge of and the ability to apply approaches to group formation, including recruiting, screening, and selecting members
CACREP-2016-2.F.6.e
49 (35.51%) | 89 (64.49%)

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
CACREP-2016-2.F.7.f
49 (35.51%) | 89 (64.49%)

KPI #14: The student demonstrates knowledge of and the ability to demonstrate use of assessments relevant to academic/educational, career, personal, and social development
CACREP-2016-2.F.7.i
49 (35.51%) | 89 (64.49%)

KPI #15: The student demonstrates knowledge of and the skill for evaluation of counseling interventions and programs
CACREP-2016-2.F.8.e
48 (34.78%) | 90 (65.22%)

KPI #16: The student demonstrates knowledge of and skill in qualitative, quantitative, and mixed research methods
48 (34.78%) | 90 (65.22%)

| | | (1) Unsatisfactory | | (2) Basic | | (3) Competent | | (4) Exceptional |

Inter-Rater Summary

	Darch, Eric	Guo, Yuh-Jen	Holloway, Zandra	Hard, Paul	Mean	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	3.158	4.000			3.579	0.595
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	3.158	4.000			3.579	0.595
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	3.158	4.000			3.579	0.595
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.	3.158	4.000			3.579	0.595
Candidate has knowledge of the development of evaluation of counseling interventions and programs	3.158	3.988	4.000		3.715	0.483
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	3.158	4.000	4.000		3.719	0.486
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.	3.158	3.975			3.567	0.578
KPI #7: The student demonstrates knowledge of and the ability to apply theories and models of career development, counseling, and decision making	3.158	3.975	3.000		3.378	0.524
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	3.158	3.975	4.000		3.711	0.479
KPI #9: The student demonstrates knowledge of and the ability to apply theories and models of counseling	3.158	3.988	3.111	3.500	3.439	0.405
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	3.158	3.988		4.000	3.715	0.483
KPI #11: The student demonstrates knowledge of and the ability to apply dynamics associated with group process and development	3.158	3.988			3.573	0.587
KPI #12: The student demonstrates knowledge of and the ability to apply approaches to group formation, including recruiting, screening, and selecting members	3.158	3.988			3.573	0.587
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	3.158	3.988			3.573	0.587
KPI #14: The student demonstrates knowledge of and the ability to demonstrate use of assessments relevant to academic/educational, career, personal, and social development	3.158	3.988			3.573	0.587
KPI #15: The student demonstrates knowledge of and the skill for evaluation of counseling interventions and programs	3.158	4.000			3.579	0.595
KPI #16: The student demonstrates knowledge of and skill in qualitative, quantitative, and mixed research methods	3.158	4.000			3.579	0.595

CMHC · 교육개발원KP �%

Rubric: Supplemental Rubric: CACREP Clinical Mental Health Counseling

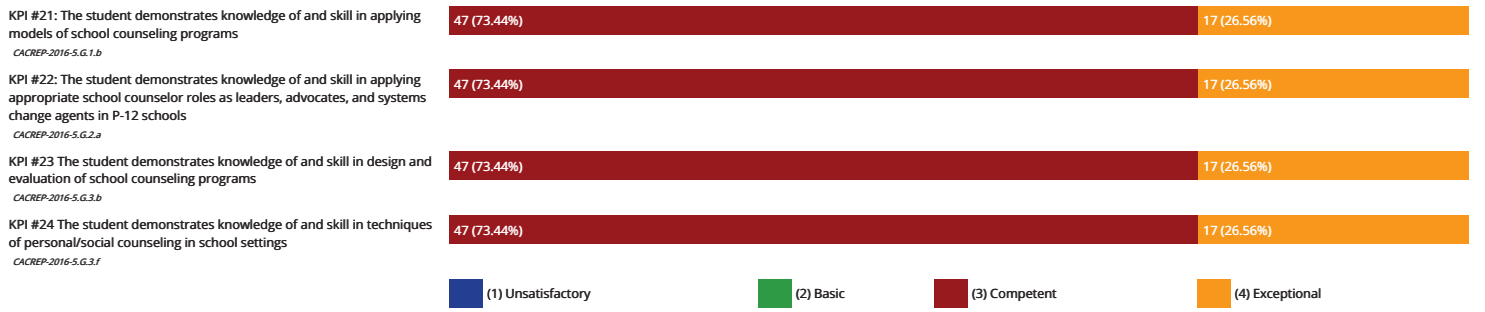|	(1) Unsatisfactory (1 pts)	(1) Unsatisfactory (1 pts)	(2) Basic (2 pts)	(2) Basic (2 pts)	(3) Competent (3 pts)	(3) Competent (3 pts)	(4) Exceptional (4 pts)	(4) Exceptional (4 pts)	n	Mean	Mode	Stdev
KPI #17: The student demonstrates knowledge of the history and development of clinical mental health counseling	0	0.00%	0	0.00%	49	37.98%	80	62.02%	129	3.620	4.000	0.485
KPI #18: The student demonstrates knowledge of mental health service delivery modalities [and ability to screen appropriate placement] within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	0	0.00%	1	0.72%	58	41.73%	80	57.55%	139	3.568	4.000	0.510
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	0	0.00%	0	0.00%	58	41.73%	81	58.27%	139	3.583	4.000	0.493
KPI #20: The student demonstrates knowledge and skill in techniques and interventions for prevention and treatment of a broad range of mental health issues	0	0.00%	1	0.69%	59	40.69%	85	58.62%	145	3.579	4.000	0.507

KPI #17: The student demonstrates knowledge of the history and development of clinical mental health counseling
CACREP-2016-5.C.1.a

49 (37.98%) | 80 (62.02%)

KPI #18: The student demonstrates knowledge of mental health service delivery modalities [and ability to screen appropriate placement] within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
CACREP-2016-5.C.2.c

1 (0.72%) 58 (41.73%) | 80 (57.55%)

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-2016-5.C.3.a

58 (41.73%) | 81 (58.27%)

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-2016-5.C.3.b

1 (0.69%) 59 (40.69%) | 85 (58.62%)

■ (1) Unsatisfactory   ■ (2) Basic   ■ (3) Competent   ■ (4) Exceptional

Inter-Rater Summary

	Darch, Eric	Guo, Yuh-Jen	Holloway, Zandra	Hard, Paul	Mean	Stdev
KPI #17: The student demonstrates knowledge of the history and development of clinical mental health counseling	3.158	3.986			3.572	0.586
KPI #18: The student demonstrates knowledge of mental health service delivery modalities [and ability to screen appropriate placement] within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	3.158	3.958	3.100		3.405	0.480
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	3.158	3.986	3.100		3.415	0.496
KPI #20: The student demonstrates knowledge and skill in techniques and interventions for prevention and treatment of a broad range of mental health issues	3.158	3.972	3.100	3.667	3.474	0.418

Rubric: Supplemental Rubric: CACREP School Counseling

	(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%	47	73.44%	17	26.56%	64	3.266	3.000	0.442
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%	47	73.44%	17	26.56%	64	3.266	3.000	0.442
KPI #23 The student demonstrates knowledge of and skill in design and evaluation of school counseling programs	0	0.00%	0	0.00%	47	73.44%	17	26.56%	64	3.266	3.000	0.442
KPI #24 The student demonstrates knowledge of and skill in techniques of personal/social counseling in school settings	0	0.00%	0	0.00%	47	73.44%	17	26.56%	64	3.266	3.000	0.442

KPI #21: The student demonstrates knowledge of and skill in applying models of school counseling programs
CACREP-2016-5.G.1.b

47 (73.44%)   17 (26.56%)

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-2016-5.G.2.a

47 (73.44%)   17 (26.56%)

KPI #23 The student demonstrates knowledge of and skill in design and evaluation of school counseling programs
CACREP-2016-5.G.3.b

47 (73.44%)   17 (26.56%)

KPI #24 The student demonstrates knowledge of and skill in techniques of personal/social counseling in school settings
CACREP-2016-5.G.3.f

47 (73.44%)   17 (26.56%)

■ (1) Unsatisfactory   ■ (2) Basic   ■ (3) Competent   ■ (4) Exceptional

Inter-Rater Summary

	Darch, Eric	Guo, Yuh-Jen	Mean	Stdev
KPI #21: The student demonstrates knowledge of and skill in applying models of school counseling programs	3.145	4.000	3.573	0.604
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	3.145	4.000	3.573	0.604
KPI #23 The student demonstrates knowledge of and skill in design and evaluation of school counseling programs	3.145	4.000	3.573	0.604
KPI #24 The student demonstrates knowledge of and skill in techniques of personal/social counseling in school settings	3.145	4.000	3.573	0.604

This report is created by AUM College of Education Admin at 2022-10-05 21:18:01

My Reports - Assessment Report

General Information KPI data for Clinical Mental Health Counseling program

Title	Counselor Education 2021 Assessment Data Clinical Mental Health
Institution	AL: Auburn University - Montgomery
Course Section	Fall 2021 - ECED 6220 - 0 Fall 2021 - ECED 6270 - L Fall 2021 - ECED 6280 - 0 Fall 2021 - ECED 6310 - L Fall 2021 - ECED 6330 - 0 Fall 2021 - ECED 6350 - N Fall 2021 - ECED 6360 - 0 Fall 2021 - ECED 6440 - N Fall 2021 - ECED 6510 - N Fall 2021 - ECED 6560 - 0 Fall 2021 - ECED 6914 - 0 Fall 2021 - ECED 6924 - 0 Fall 2021 - ECED 6925 - 0 Spring 2021 - ECED 6260 - 0 Spring 2021 - ECED 6290 - 0 Spring 2021 - ECED 6300 - 0 Spring 2021 - ECED 6340 - 0 Spring 2021 - ECED 6380 - 0 Spring 2021 - ECED 6410 - 0 Spring 2021 - ECED 6510 - 0 Spring 2021 - ECED 6914 - 0 Spring 2021 - ECED 6924 - 0 Spring 2021 - ECED 6925 - 0 Summer 2021 - ECED 6230 - 0 Summer 2021 - ECED 6240 - N Summer 2021 - ECED 6370 - N Summer 2021 - ECED 6380 - N Summer 2021 - ECED 6420 - N Summer 2021 - ECED 6914 - 0 Summer 2021 - ECED 6924 - 0 Summer 2021 - ECED 6925 - 0
Assessment Rubric	Form C: Mid-Term Site-Supervisor's Evaluation of Counseling Student's Performance - Overal Student Performance (AUM Placement Coordinator) Form C: Mid-Term Site-Supervisor's Evaluation of Counseling Student's Performance - Rubric (AUM Placement Coordinator) Form CC: 2021 CMHC On-Site Supervisor's Evaluation of CMHC Student's Performance - This evaluation will be available to the intern at the time it is submitted by the Supervisor. (AUM Placement Coordinator) Form CC: CMHC On-Site Supervisor's Evaluation of CMHC Student's Performance - This evaluation will be available to the intern at the time it is submitted by the Supervisor. (AUM Placement Coordinator) Form CS: SC School Counselor Performance Evaluation - In comments provide additional activities observed, if any. (AUM Placement Coordinator) Form D: Site & Supervisor Evaluation By the Student CMHC - Student's Evaluation of the Site Supervisor (AUM Placement Coordinator) Form D: Site & Supervisor Evaluation By the Student CMHC - Use Comments section to provide answers to each question. (AUM Placement Coordinator) Form E: Site Evaluation of the AUM Counseling Program CMHC - AUM Program Services Part 2 of Site Evaluation of the AUM Counseling Program (AUM Placement Coordinator) Form E: Site Evaluation of the AUM Counseling Program CMHC - Site Evaluation of the AUM Counseling Program (AUM Placement Coordinator) Intern Evaluation of School Counselor and US - Rubric (AUM Placement Coordinator) School Counseling FINAL Site Supervisor Evaluation of Intern Performance - Please rate the intern's performance on the following competencies: (AUM Placement Coordinator) School Counseling Mid-Term Site Supervisor Evaluation of Intern Performance - Please rate the intern's performance on the following competencies: (AUM Placement Coordinator) School Counseling: Site Supervisor's Evaluation of AUM School Counseling Program - How would you rate AUM's preparation of counseling students in the following areas? (AUM Placement Coordinator) Supplemental Rubric: CACREP Master's - Supplemental Rubric: CACREP Clinical Mental Health Counseling (AUM College of Education Admin) Supplemental Rubric: CACREP Master's - Supplemental Rubric: CACREP Key Performance Indicators (KPI) (AUM College of Education Admin) Supplemental Rubric: CACREP Master's - Supplemental Rubric: CACREP School Counseling (AUM College of Education Admin)
Assessment Type	Summative
Scoring Type	Final
Concentration	Clinical Mental Health Counsel
Academic Program	12MED-CMHC
Inter-Rater Summary	Y

Rubric: Supplemental Rubric: CACREP Key Performance Indicators (KPI)

	(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%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
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%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
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%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
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%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
Candidate has knowledge of the development of evaluation of counseling interventions and programs	0	0.00%	0	0.00%	4	18.18%	18	81.82%	22	3.818	4.000	0.386
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%	4	18.18%	18	81.82%	22	3.818	4.000	0.386
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.	0	0.00%	0	0.00%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
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%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
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%	4	18.18%	18	81.82%	22	3.818	4.000	0.386
KPI #9: The student demonstrates knowledge of and the ability to apply theories and models of counseling	0	0.00%	0	0.00%	6	26.09%	17	73.91%	23	3.739	4.000	0.439
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%	0	0.00%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
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%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
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%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
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%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
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%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
KPI #15: The student demonstrates knowledge of and the skill for evaluation of counseling interventions and programs	0	0.00%	0	0.00%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
KPI #16: The student demonstrates knowledge of and skill in qualitative, quantitative, and mixed research methods	0	0.00%	0	0.00%	4	19.05%	17	80.95%	21	3.810	4.000	0.393

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
CACREP-2016-2.F.1.f

4 (19.05%)　　17 (80.95%)

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
CACREP-2016-2.F.1.f

4 (19.05%)　　17 (80.95%)

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
CACREP-2016-2.F.2.b

4 (19.05%)　　17 (80.95%)

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.
CACREP-2016-2.F.2.h

4 (19.05%)　　17 (80.95%)

Candidate has knowledge of the development of evaluation of counseling interventions and programs
CACREP-2016-2.F.8.e

4 (18.18%)　　18 (81.82%)

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
CACREP-2016-2.F.3.e

4 (18.18%)　　18 (81.82%)

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.
CACREP-2016-2.F.3.f

4 (19.05%)　　17 (80.95%)

KPI #7: The student demonstrates knowledge of and the ability to apply theories and models of career development, counseling, and decision making
CACREP-2016-2.F.4.a

4 (19.05%)　　17 (80.95%)

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
CACREP-2016-2.F.4.h

4 (18.18%)　　18 (81.82%)

KPI #9: The student demonstrates knowledge of and the ability to apply theories and models of counseling

6 (26.09%)　　17 (73.91%)

CACREP-2016-2.F.5.a

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
CACREP-2016-2.F.5.m

`4 (19.05%)` `17 (80.95%)`

KPI #11: The student demonstrates knowledge of and the ability to apply dynamics associated with group process and development
CACREP-2016-2.F.6.b

`4 (19.05%)` `17 (80.95%)`

KPI #12: The student demonstrates knowledge of and the ability to apply approaches to group formation, including recruiting, screening, and selecting members
CACREP-2016-2.F.6.e

`4 (19.05%)` `17 (80.95%)`

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
CACREP-2016-2.F.7.f

`4 (19.05%)` `17 (80.95%)`

KPI #14: The student demonstrates knowledge of and the ability to demonstrate use of assessments relevant to academic/educational, career, personal, and social development
CACREP-2016-2.F.7.i

`4 (19.05%)` `17 (80.95%)`

KPI #15: The student demonstrates knowledge of and the skill for evaluation of counseling interventions and programs
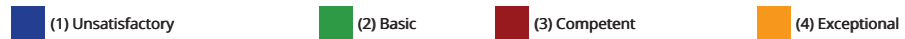*CACREP-2016-2.F.8.e*

`4 (19.05%)` `17 (80.95%)`

KPI #16: The student demonstrates knowledge of and skill in qualitative, quantitative, and mixed research methods
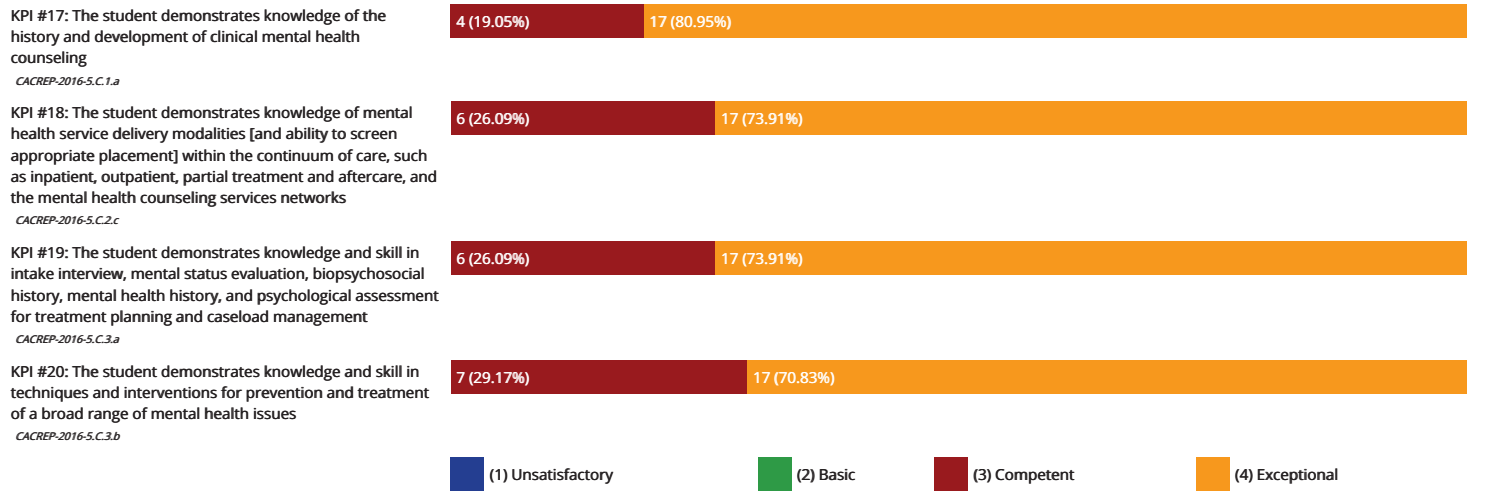*CACREP-2016-2.F.8.f*

`4 (19.05%)` `17 (80.95%)`

■ (1) Unsatisfactory   ■ (2) Basic   ■ (3) Competent   ■ (4) Exceptional

Inter-Rater Summary

	Darch, Eric	Guo, Yuh-Jen	Holloway, Zandra	*Mean*	*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	3.000	4.000		3.500	0.707
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	3.000	4.000		3.500	0.707
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	3.000	4.000		3.500	0.707
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.	3.000	4.000		3.500	0.707
Candidate has knowledge of the development of evaluation of counseling interventions and programs	3.000	4.000	4.000	3.667	0.577
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	3.000	4.000	4.000	3.667	0.577
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.	3.000	4.000		3.500	0.707
KPI #7: The student demonstrates knowledge of and the ability to apply theories and models of career development, counseling, and decision making	3.000	4.000		3.500	0.707
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	3.000	4.000	4.000	3.667	0.577
KPI #9: The student demonstrates knowledge of and the ability to apply theories and models of counseling	3.000	4.000	3.000	3.333	0.577
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	3.000	4.000		3.500	0.707
KPI #11: The student demonstrates knowledge of and the ability to apply dynamics associated with group process and development	3.000	4.000		3.500	0.707
KPI #12: The student demonstrates knowledge of and the ability to apply approaches to group formation, including recruiting, screening, and selecting members	3.000	4.000		3.500	0.707
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	3.000	4.000		3.500	0.707
KPI #14: The student demonstrates knowledge of and the ability to demonstrate use of assessments relevant to academic/educational, career, personal, and social development	3.000	4.000		3.500	0.707
KPI #15: The student demonstrates knowledge of and the skill for evaluation of counseling interventions and programs	3.000	4.000		3.500	0.707
KPI #16: The student demonstrates knowledge of and skill in qualitative, quantitative, and mixed research methods	3.000	4.000		3.500	0.707

Rubric: Supplemental Rubric: CACREP Clinical Mental Health Counseling

	(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 #17: The student demonstrates knowledge of the history and development of clinical mental health counseling	0	0.00%	0	0.00%	4	19.05%	17	80.95%	21	3.810	4.000	0.393
KPI #18: The student demonstrates knowledge of mental health service delivery modalities [and ability to screen appropriate placement] within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	0	0.00%	0	0.00%	6	26.09%	17	73.91%	23	3.739	4.000	0.439
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	0	0.00%	0	0.00%	6	26.09%	17	73.91%	23	3.739	4.000	0.439
KPI #20: The student demonstrates knowledge and skill in techniques and interventions for prevention and treatment of a broad range of mental health issues	0	0.00%	0	0.00%	7	29.17%	17	70.83%	24	3.708	4.000	0.455

KPI #17: The student demonstrates knowledge of the history and development of clinical mental health counseling
CACREP-2016-5.C.1.a

4 (19.05%)   17 (80.95%)

KPI #18: The student demonstrates knowledge of mental health service delivery modalities [and ability to screen appropriate placement] within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
CACREP-2016-5.C.2.c

6 (26.09%)   17 (73.91%)

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-2016-5.C.3.a

6 (26.09%)   17 (73.91%)

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-2016-5.C.3.b

7 (29.17%)   17 (70.83%)

- ■ (1) Unsatisfactory
- ■ (2) Basic
- ■ (3) Competent
- ■ (4) Exceptional

Inter-Rater Summary

	Darch, Eric	Guo, Yuh-Jen	Holloway, Zandra	Hard, Paul	Mean	Stdev
KPI #17: The student demonstrates knowledge of the history and development of clinical mental health counseling	3.000	4.000			3.500	0.707
KPI #18: The student demonstrates knowledge of mental health service delivery modalities [and ability to screen appropriate placement] within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	3.000	4.000	3.000		3.333	0.577
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	3.000	4.000	3.000		3.333	0.577
KPI #20: The student demonstrates knowledge and skill in techniques and interventions for prevention and treatment of a broad range of mental health issues	3.000	4.000	3.000	3.000	3.250	0.500

My Reports - Assessment Report

General Information

KPI data for School Counseling program

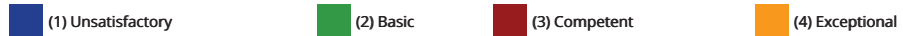| Title	Counselor Education 2021 Assessment Data School Counseling
Institution	AL: Auburn University - Montgomery
Course Section	Fall 2021 - ECED 6220 - 0 Fall 2021 - ECED 6270 - L Fall 2021 - ECED 6280 - 0 Fall 2021 - ECED 6310 - L Fall 2021 - ECED 6330 - 0 Fall 2021 - ECED 6350 - N Fall 2021 - ECED 6360 - 0 Fall 2021 - ECED 6440 - N Fall 2021 - ECED 6510 - N Fall 2021 - ECED 6560 - 0 Fall 2021 - ECED 6914 - 0 Fall 2021 - ECED 6924 - 0 Fall 2021 - ECED 6925 - 0 Spring 2021 - ECED 6260 - 0 Spring 2021 - ECED 6290 - 0 Spring 2021 - ECED 6300 - 0 Spring 2021 - ECED 6340 - 0 Spring 2021 - ECED 6380 - 0 Spring 2021 - ECED 6410 - 0 Spring 2021 - ECED 6510 - 0 Spring 2021 - ECED 6914 - 0 Spring 2021 - ECED 6924 - 0 Spring 2021 - ECED 6925 - 0 Summer 2021 - ECED 6230 - 0 Summer 2021 - ECED 6240 - N Summer 2021 - ECED 6370 - N Summer 2021 - ECED 6380 - N Summer 2021 - ECED 6420 - N Summer 2021 - ECED 6914 - 0 Summer 2021 - ECED 6924 - 0 Summer 2021 - ECED 6925 - 0
Assessment Rubric	Form C: Mid-Term Site-Supervisor's Evaluation of Counseling Student's Performance - Overal Student Performance (AUM Placement Coordinator) Form C: Mid-Term Site-Supervisor's Evaluation of Counseling Student's Performance - Rubric (AUM Placement Coordinator) Form CC: 2021 CMHC On-Site Supervisor's Evaluation of CMHC Student's Performance - This evaluation will be available to the intern at the time it is submitted by the Supervisor. (AUM Placement Coordinator) Form CC: CMHC On-Site Supervisor's Evaluation of CMHC Student's Performance - This evaluation will be available to the intern at the time it is submitted by the Supervisor. (AUM Placement Coordinator) Form CS: SC School Counselor Performance Evaluation - In comments provide additional activities observed, if any. (AUM Placement Coordinator) Form D: Site & Supervisor Evaluation By the Student CMHC - Student's Evaluation of the Site Supervisor (AUM Placement Coordinator) Form D: Site & Supervisor Evaluation By the Student CMHC - Use Comments section to provide answers to each question. (AUM Placement Coordinator) Form E: Site Evaluation of the AUM Counseling Program CMHC - AUM Program Services Part 2 of Site Evaluation of the AUM Counseling Program (AUM Placement Coordinator) Form E: Site Evaluation of the AUM Counseling Program CMHC - Site Evaluation of the AUM Counseling Program (AUM Placement Coordinator) Intern Evaluation of School Counselor and US - Rubric (AUM Placement Coordinator) School Counseling FINAL Site Supervisor Evaluation of Intern Performance - Please rate the intern's performance on the following competencies: (AUM Placement Coordinator) School Counseling Mid-Term Site Supervisor Evaluation of Intern Performance - Please rate the intern's performance on the following competencies: (AUM Placement Coordinator) School Counseling: Site Supervisor's Evaluation of AUM School Counseling Program - How would you rate AUM's preparation of counseling students in the following areas? (AUM Placement Coordinator) Supplemental Rubric: CACREP Master's - Supplemental Rubric: CACREP Clinical Mental Health Counseling (AUM College of Education Admin) Supplemental Rubric: CACREP Master's - Supplemental Rubric: CACREP Key Performance Indicators (KPI) (AUM College of Education Admin) Supplemental Rubric: CACREP Master's - Supplemental Rubric: CACREP School Counseling (AUM College of Education Admin)
Assessment Type	Summative
Scoring Type	Final
Academic Program	12MED-CED
Inter-Rater Summary	Y

Rubric: Supplemental Rubric: CACREP Key Performance Indicators (KPI)

	(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%	14	58.33%	10	41.67%	24	3.417	3.000	0.493
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%	14	58.33%	10	41.67%	24	3.417	3.000	0.493
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%	14	58.33%	10	41.67%	24	3.417	3.000	0.493
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%	14	58.33%	10	41.67%	24	3.417	3.000	0.493
Candidate has knowledge of the development of evaluation of counseling interventions and programs	0	0.00%	0	0.00%	14	51.85%	13	48.15%	27	3.481	3.000	0.500
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%	14	51.85%	13	48.15%	27	3.481	3.000	0.500
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.	0	0.00%	0	0.00%	14	58.33%	10	41.67%	24	3.417	3.000	0.493
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%	14	58.33%	10	41.67%	24	3.417	3.000	0.493
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%	14	56.00%	11	44.00%	25	3.440	3.000	0.496
KPI #9: The student demonstrates knowledge of and the ability to apply theories and models of counseling	0	0.00%	0	0.00%	16	61.54%	10	38.46%	26	3.385	3.000	0.487
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%	0	0.00%	14	56.00%	11	44.00%	25	3.440	3.000	0.496
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%	14	58.33%	10	41.67%	24	3.417	3.000	0.493
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%	14	58.33%	10	41.67%	24	3.417	3.000	0.493
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%	14	58.33%	10	41.67%	24	3.417	3.000	0.493
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%	14	58.33%	10	41.67%	24	3.417	3.000	0.493
KPI #15: The student demonstrates knowledge of and the skill for evaluation of counseling interventions and programs	0	0.00%	0	0.00%	14	58.33%	10	41.67%	24	3.417	3.000	0.493
KPI #16: The student demonstrates knowledge of and skill in qualitative, quantitative, and mixed research methods	0	0.00%	0	0.00%	14	58.33%	10	41.67%	24	3.417	3.000	0.493

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
CACREP-2016-2.F.1.f

14 (58.33%) 10 (41.67%)

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
CACREP-2016-2.F.1.f

14 (58.33%) 10 (41.67%)

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
CACREP-2016-2.F.2.b

14 (58.33%) 10 (41.67%)

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.
CACREP-2016-2.F.2.h

14 (58.33%) 10 (41.67%)

Candidate has knowledge of the development of evaluation of counseling interventions and programs
CACREP-2016-2.F.8.e

14 (51.85%) 13 (48.15%)

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
CACREP-2016-2.F.3.e

14 (51.85%) 13 (48.15%)

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.
CACREP-2016-2.F.3.f

14 (58.33%) 10 (41.67%)

KPI #7: The student demonstrates knowledge of and the ability to apply theories and models of career development, counseling, and decision making
CACREP-2016-2.F.4.a

14 (58.33%) 10 (41.67%)

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
CACREP-2016-2.F.4.h

14 (56.00%) 11 (44.00%)

KPI #9: The student demonstrates knowledge of and the ability to apply theories and models of counseling

16 (61.54%) 10 (38.46%)

Rubric: Supplemental Rubric: CACREP School Counseling

	(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%	13	59.09%	9	40.91%	22	3.409	3.000	0.492
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%	13	59.09%	9	40.91%	22	3.409	3.000	0.492
KPI #23 The student demonstrates knowledge of and skill in design and evaluation of school counseling programs	0	0.00%	0	0.00%	13	59.09%	9	40.91%	22	3.409	3.000	0.492
KPI #24 The student demonstrates knowledge of and skill in techniques of personal/social counseling in school settings	0	0.00%	0	0.00%	13	59.09%	9	40.91%	22	3.409	3.000	0.492

KPI #21: The student demonstrates knowledge of and skill in applying models of school counseling programs
CACREP-2016-5.G.1.b

13 (59.09%)   9 (40.91%)

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-2016-5.G.2.a

13 (59.09%)   9 (40.91%)

KPI #23 The student demonstrates knowledge of and skill in design and evaluation of school counseling programs
CACREP-2016-5.G.3.b

13 (59.09%)   9 (40.91%)

KPI #24 The student demonstrates knowledge of and skill in techniques of personal/social counseling in school settings
CACREP-2016-5.G.3.f

13 (59.09%)   9 (40.91%)

■ (1) Unsatisfactory   ■ (2) Basic   ■ (3) Competent   ■ (4) Exceptional

Inter-Rater Summary

	Darch, Eric	Guo, Yuh-Jen	Mean	Stdev
KPI #21: The student demonstrates knowledge of and skill in applying models of school counseling programs	3.133	4.000	3.567	0.613
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	3.133	4.000	3.567	0.613
KPI #23 The student demonstrates knowledge of and skill in design and evaluation of school counseling programs	3.133	4.000	3.567	0.613
KPI #24 The student demonstrates knowledge of and skill in techniques of personal/social counseling in school settings	3.133	4.000	3.567	0.613

Program Evaluation Activities

5. Program Graduate Employers Evaluation of the AUM Counseling Program

2021 Summary of Employers of AUM Counseling Graduates
Evaluation of the AUM Counseling Program
All Counseling Programs
6 Total Respondents

	1 Poor	2 Marginal	3 Good	4 Very Good	5 Excellent	No response
Knowledge Base				2	4	
Counseling Skills				1	5	
Time Management				2	4	
Self-Care & Wellness			1	2	3	
Ethics				1	5	
Documentation				1	5	
Professionalism					6	
Effectiveness with Clients/Students					6	

Comments (redacted for privacy. Individual comments are separated by a semicolon**):**
[Employee] does a great job; Send us more employees like this!

Program Evaluation Activities

10. Counselor Preparation

Comprehensive Examination (CPCE)

Note: Results for Program Evaluation Activities 6 – 9 are not reported here due to privacy regulations. They evaluated by faculty within the Counseling Program for program improvement.

2021 Counselor Preparation Comprehensive Examination (CPCE) & AUM Comprehensive Assessment (ACA) Aggregation

	C1	C2	C3	C4	C5	C6	C7	C8	Total Score
National Mean	9.85	10.58	10.04	12.52	10.54	10.62	10.81	10.65	85.61
Candidate 1	14	6	12	14	13	12	13	12	96
Candidate 2	10	9	11	13	11	12	10	13	89
Candidate 3	9	13	12	14	14	14	9	16	101
Candidate 4	12	10	12	12	12	13	13	13	97
Candidate 5	11	13	10	11	13	15	7	13	93

The CACREP Core areas covered by the CPCE correspond in the following manner:

C1: Human Growth and Development

C2: Social & Cultural Diversity

C3: Helping Relationships

C4: Group Work

C5: Career Development

C6: Assessment

C7: Research & Program Evaluation

C8: Professional Orientation & Ethical Practice

The Gray "National Mean" corresponds to the test taker's score below represented by the student's testing date. Scores that are 2 points below the national mean are highlighted to determine if there is a pattern across students. This comparison shows no apparent pattern.