

**Comprehensive Program Evaluation  
Counselor Education  
Auburn University at Montgomery  
Spring 2016**

The Counseling program will begin placing all data in this unified format. 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.

Copies of these instruments are found in the folder labeled “*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 2015	Spring 2017
Level: Overall systematic program evaluation		Related to Program Objectives: 1, 3, 4, 6, 8, & 10	
<p>The annual survey of current and former students was conducted in the Spring semester of 2016. This year there were 20 respondents.</p> <p><b>Results in brief</b> (see full results for details):  <u>The “Most Important Reason” AUM was selected</u> for their degree (84.62%) was CACREP accreditation. The 2<sup>nd</sup> most was Geographic Location and Affordable Tuition.</p> <p><u>The 3 highest rated “Training Areas”</u> were: (1) Ethical &amp; Legal Issues (88.89%), (2) Group Counseling (61.11%) and (3) Individual Counseling Theories (61.11%).</p> <p><u>Lowest Rated “Training Areas”</u>: While all areas were ranked in the “Good to Excellent” range, four students (20%) ranked “Use of Technology in Counseling” in the Marginal range for a weighted score of 2.92 out of 4.</p> <p>The Students rated the faculty as <u>most helpful in encouraging membership</u> in ALCA (62.50%) and ALCA division (50%). Encouraging membership in ACA Division and ALCA Chapters were ranked lowest.</p> <p>The Students rated the faculty as <u>most helpful in mentoring “Counseling Skills and Attitudes”</u> (93.75%) with “Diversity” and “Professional Development &amp; Involvement” being second (75% each). Least Helpful was Employment Opportunities with only 25% indicating that this was helpful.</p> <p>Comments on the survey were varied but 2 did suggest more assistance with Practicum Placement and preparation.</p>		<p><b>Dissemination:</b> Placed on the Program Web page at <a href="http://education.aum.edu/academic-programs/graduate-programs/counselor-education">http://education.aum.edu/academic-programs/graduate-programs/counselor-education</a>  Stakeholders were notified of the survey’s availability via email (see attached copy).</p> <p><b>Outcomes:</b>  (1) Related to training areas: Dr Thomas will emphasize the use of technology in counseling in the ethics class. The program will investigate the possibility of offering a distance counseling training or certification for professional development.  (2) The placement list has been updated to facilitate easier Practicum Placement. The program will meet with Ms Card and outside stakeholders to facilitate better placement. Students will be oriented during their first year now. Arrangements for placement will be encouraged in the second year at the least.</p>	

Program Evaluation Activities	Description	Last Performed	Next Scheduled
<b>2. Site Evaluation of the AUM Counseling Program</b>	<b>Feedback from personnel in cooperating agencies is requested each semester at the end of practicum and internships.</b>	<b>Fall 2015</b>	<b>Summer 2016</b>
<b>Level:</b> Systematic program evaluation & Individual Student		<b>Related to Program Objectives:</b> 2 - 6, 9, & 10	
<b>Results &amp; Outcomes:</b> There were 9 total respondents. All responses were in the "Very Good" to "Excellent" range with one "Good" rating in the area of Self-care. One site respondent indicated that no orientation was provided to the site and 2 wanting Professional Development at the site. (1) The Clinical coordinator will follow up on these requests.		<b>Dissemination:</b> Placed on the Program Web page at <a href="http://education.aum.edu/academic-programs/graduate-programs/counselor-education">http://education.aum.edu/academic-programs/graduate-programs/counselor-education</a> Stakeholders were notified of the survey's availability via email	
Program Evaluation Activities	Description	Last Performed	Next Scheduled
<b>3. Faculty Review of Student Performance</b>	<b>Students' academic skills, clinical skills, ethical and professional behavior and personal characteristics are assessed by all counseling faculty.</b>	<b>End of Fall Semester 2015</b>	<b>End of Fall Semester 2016</b>
<b>Level:</b> Individual Student		<b>Related to Program Objectives:</b> 2, 3, 6 – 8, & 10	
<b>Outcomes:</b> All Students currently enrolled (17 Spring semester & 19 Fall semester) were evaluated and were recommended for continuance in the program. Three students were assessed as indicating concern in Academic skills a,b,d, & e. (see form) areas of concern. A final student was noted as having a drop in academic performance perhaps due to a personal issue. She will be monitored and assistance offered as the situation progresses.		<b>Dissemination:</b> All counseling faculty participated in the evaluation of enrolled students. The professor addressed academic issues with 3 students personally on an informal level. They will be monitored to see if more formal remediation is needed.	
Program Evaluation Activities	Description	Last Performed	Next Scheduled
<b>4. LiveText Evaluation</b>	<b>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.</b>	<b>End of Fall Semester 2015</b>	<b>End of Summer Semester 2016</b>
<b>Level:</b> Systematic program evaluation & Individual Student		<b>Related to Program Objectives:</b> 2 - 4, 6 – 7, & 10	
<b>Results:</b> 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. <b>Outcomes:</b> Although most students scored in the Competent to Exceptional range, a total of 3 students were evaluated in the "Unsatisfactory" range for Standard 7 (CACREP II.K.6. - class ECED 6330 – 1 student) and Standard 8 (CACREP II.K.7. – class ECED 6330 – 2 students. There were also 4 students indicating in the "Basic" range for Standard 1 (CACREP II.K.1.h. – class ECED 6230 – 1 student Standard 5 (CACREP II.K.5.c. – class ECED 6290 - 1 student Standard 8 (CACREP II.K.7. – ECED 6330 - 2 students. The instructor for ECED 6330 will give closer attention to these indicators. Two of the students have been struggling and were provided guidance by their professors.		<b>Dissemination:</b> 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 scores appear to be outliers.	

<b>Program Evaluation Activities</b>	<b>Description</b>	<b>Last Performed</b>	<b>Next Scheduled</b>
<b>5. Program Graduate Employers Evaluation of the AUM Counseling Program</b>	<b>Feedback from Program Graduate Employers in cooperating agencies is requested each Spring semester.</b>	<b>End of Spring Semester</b>	<b>Program evaluation as reflected in the Individual Graduate</b> <b>Program Obj: 2 - 7, &amp; 10</b>
<b>Collection &amp; Assessment:</b> Program graduate supervisors were asked to complete the “Program Graduate Employers Evaluation of the AUM Counseling Program.” 6 employers of AUM graduates responded during this period.			
<b>Results/Outcomes:</b> All responses were within the “Very Good” to “Excellent” range. Comments were highly positive see the attached for details.			
<b>Dissemination:</b> The annual cumulative results of this survey were included anonymously with other data sources placed on the Program Web page at <a href="http://www.education.aum.edu/academic-programs/graduate-programs/counselor-education">http://www.education.aum.edu/academic-programs/graduate-programs/counselor-education</a> Students and other stakeholders were notified of the survey’s availability via email.			
<b>Program Evaluation Activities</b>	<b>Description</b>	<b>Last Performed</b>	<b>Next Scheduled</b>
<b>6. Course Evaluation Form (CEF) &amp; Course Evaluation Report (CER) AKA “Curtiss Critique”</b>	<b>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.</b>	<b>End of Fall Semester 2015</b>	<b>End of Summer Semester 2016</b>
<b>Level:</b> Program evaluation as reflected in the Individual graduate		<b>Related to Program Objectives:</b> 2 - 7, & 10	
<b>Outcomes:</b> The CEF is administered anonymously online or by a proctor and these are used to generate a summary report, the Course Evaluation Report (CER), which is used for program improvement. No serious findings were reported for this period. See the samples in folder “5 Course Evaluation Form & Report (CEF & CER).”		<b>Dissemination:</b> 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.	
<b>Program Evaluation Activities</b>	<b>Description</b>	<b>Last Performed</b>	<b>Next Scheduled</b>
<b>7. Faculty Performance Percentages and Goals form (AKA SOE Tenure Track Faculty Annual Report/Self-Evaluation)</b>	<b>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.</b>	<b>January 2016</b>	<b>January 2017</b>
<b>Level:</b> Systematic program evaluation & Individual Instructor		<b>Related to Program Objectives:</b> 2 & 10	
<b>Outcomes:</b> 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.”		<b>Dissemination:</b> 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
<b>8. Faculty Performance Evaluation</b>	<b>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.</b>	<b>January 2016</b>	<b>January 2017</b>
<b>Level:</b> Individual Instructor		<b>Related to Program Objectives:</b> 2 & 10	
<b>Outcomes:</b> 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".		<b>Dissemination:</b> 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.	
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
<b>9. Individual Course Evaluation Activities</b>	<b>These are the various activities directed at evaluation of the student in individual courses at the instructors' discretion.</b>	<b>As needed throughout the semester</b>	<b>Individual Student Program Obj: 2 – 8, &amp; 10</b>
<b>Means of Collection &amp; Assessment:</b> These assessment activities may include but not be limited to (1) Evaluation of Class Participation, (2) Research, (3) Student Reports, (4) Site Supervisor Reports, & (5) Examination (written or online).			
<b>Measures &amp; Formats:</b> see above			
<b>Analysis and Utilization:</b> The individual instructor will tailor all such evaluations to the content of the course and type of instruction.			
<b>Remediation:</b> Depending upon severity individual remediation may be undertaken by the instructor.			
<b>Dissemination:</b> The results of all such evaluations are private between the instructor and student.			
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
<b>10. Counselor Preparation Comprehensive Examination (CPCE)</b>	<b>This comprehensive exam evaluates the student's knowledge of the eight CACREP core areas.</b>	<b>At the end of the individual student's program of study</b>	<b>Individual Student &amp; Program Program Obj: 2, 3, &amp; 6 – 8</b>
<b>Means of Collection &amp; Assessment:</b> The CPCE is administered online and these the students' responses are used to generate a summary report which is provided to the AUM Counseling Program. The program aggregates the scores to determine areas for program improvement.			
<b>Measures &amp; Formats:</b> The CPCE is a 160 question multiple choice online exam administered by the National Board for Certified Counselors (NBCC).			
<b>Analysis and Utilization:</b> The program aggregates the scores to determine areas for program improvement within the 8 CACREP core areas.			
<b>Remediation:</b> The individual student may be offered to either re-take the CPCE or to receive an alternate form of testing in areas of weakness. Patterns noted in the aggregated scores will be explored with faculty to determine areas for program			

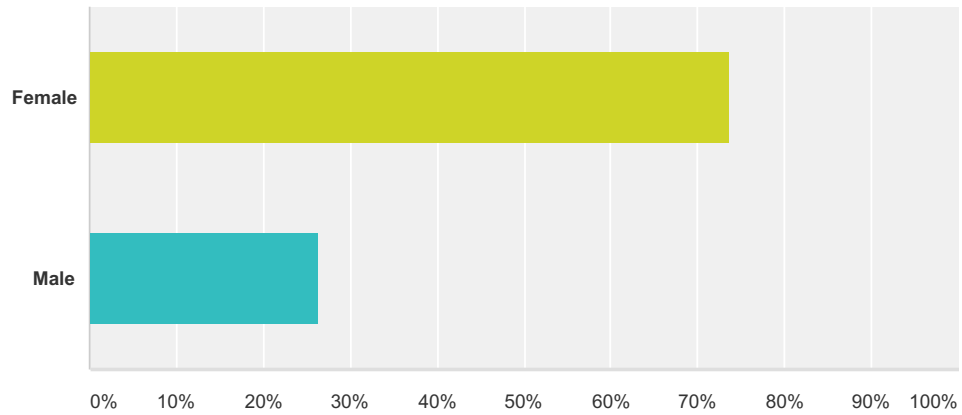
Program Evaluation Activities	Description	Last Performed	Next Scheduled
improvement and focus.			
<p><b>Dissemination:</b> The individual results of the CPCE are private between the instructor and student. Aggregations of performance in the eight CACREP core areas will be shared on the program website in the Comprehensive Program Plan.</p>			

# **Program Evaluation Activities**

## **1. Counselor Education Survey**

### Q1 Are you male or female?

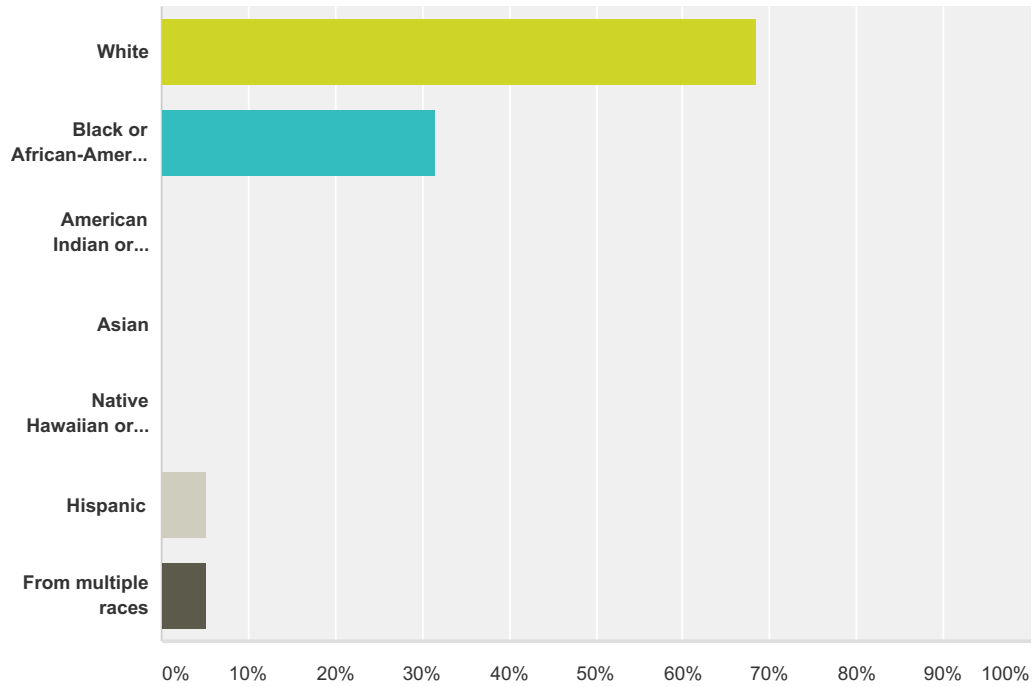
Answered: 19 Skipped: 1



Answer Choices	Responses
Female	73.68% 14
Male	26.32% 5
<b>Total</b>	<b>19</b>

### Q2 Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, or some other race?

Answered: 19 Skipped: 1



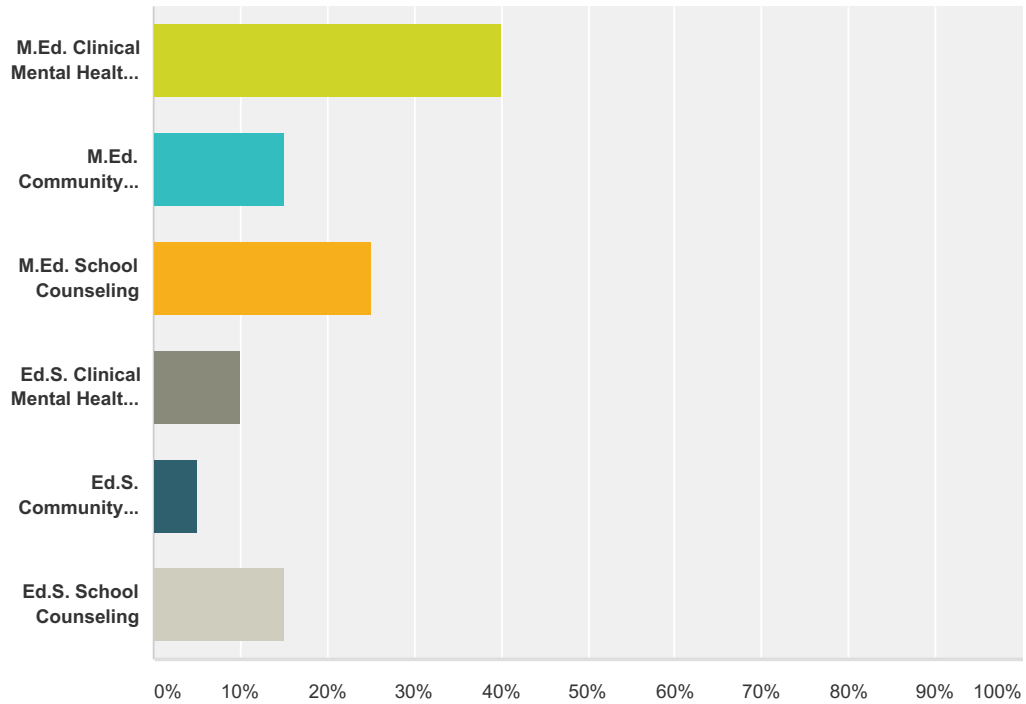
Answer Choices	Responses
White	68.42% 13
Black or African-American	31.58% 6
American Indian or Alaskan Native	0.00% 0
Asian	0.00% 0
Native Hawaiian or other Pacific Islander	0.00% 0
Hispanic	5.26% 1
From multiple races	5.26% 1
<b>Total Respondents: 19</b>	

#	Some other race (please specify)	Date
	There are no responses.	



### Q3 What is your current (and former) Auburn Montgomery counseling degree program(s) (if you are currently in or have completed the EdS you may select two programs)

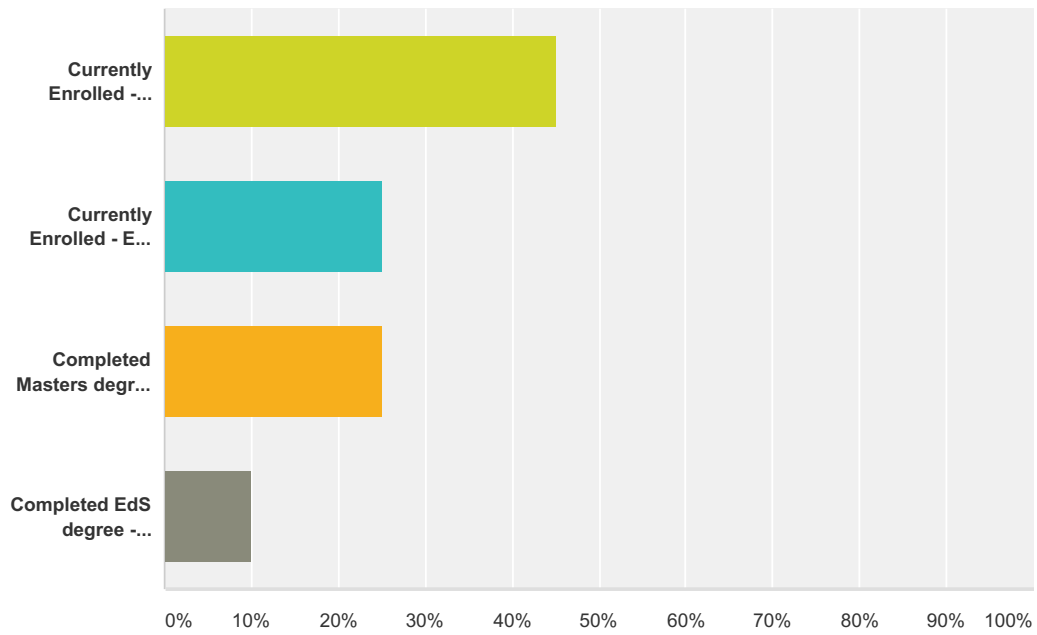
Answered: 20 Skipped: 0



Answer Choices	Responses
M.Ed. Clinical Mental Health Counseling	40.00% 8
M.Ed. Community Counseling	15.00% 3
M.Ed. School Counseling	25.00% 5
Ed.S. Clinical Mental Health Counseling	10.00% 2
Ed.S. Community Counseling	5.00% 1
Ed.S. School Counseling	15.00% 3
<b>Total Respondents: 20</b>	

### Q4 Program Status (check all that apply)

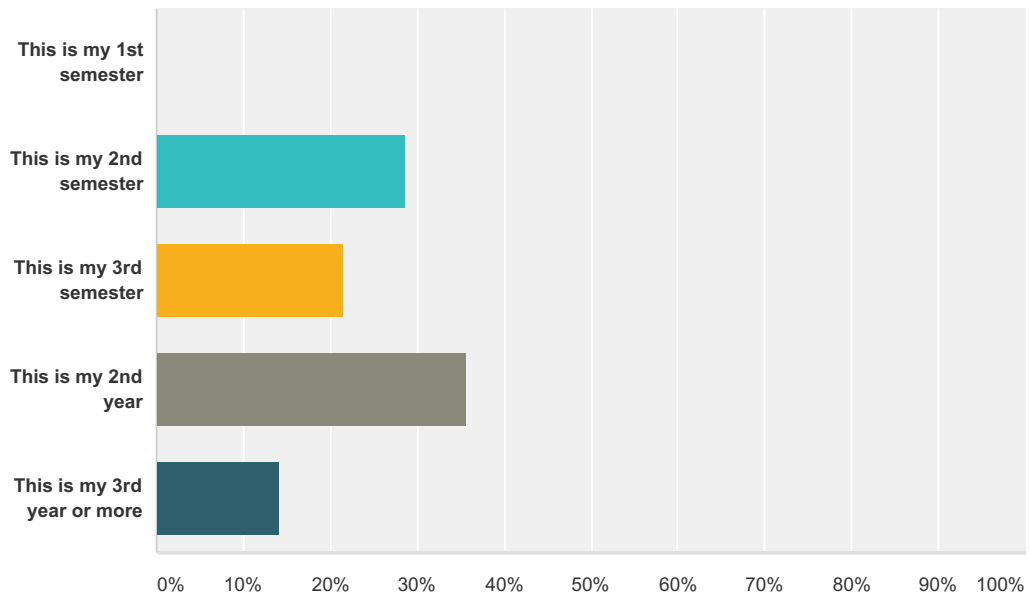
Answered: 20 Skipped: 0



Answer Choices	Responses
Currently Enrolled - Master's Degree	45.00% 9
Currently Enrolled - EdS Degree	25.00% 5
Completed Masters degree - Graduated from AUM	25.00% 5
Completed EdS degree - Graduated from AUM	10.00% 2
<b>Total Respondents: 20</b>	

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

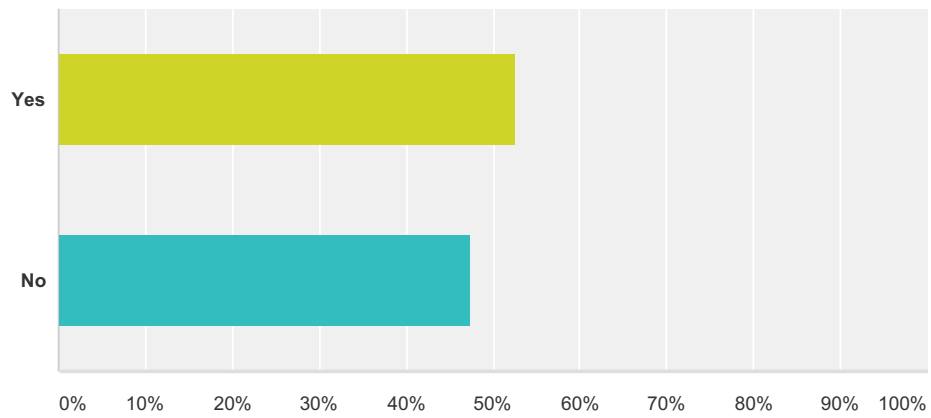
Answered: 14 Skipped: 6



Answer Choices	Responses
This is my 1st semester	0.00% 0
This is my 2nd semester	28.57% 4
This is my 3rd semester	21.43% 3
This is my 2nd year	35.71% 5
This is my 3rd year or more	14.29% 2
<b>Total</b>	<b>14</b>

### Q6 Did you receive your Undergraduate degree from Auburn Montgomery?

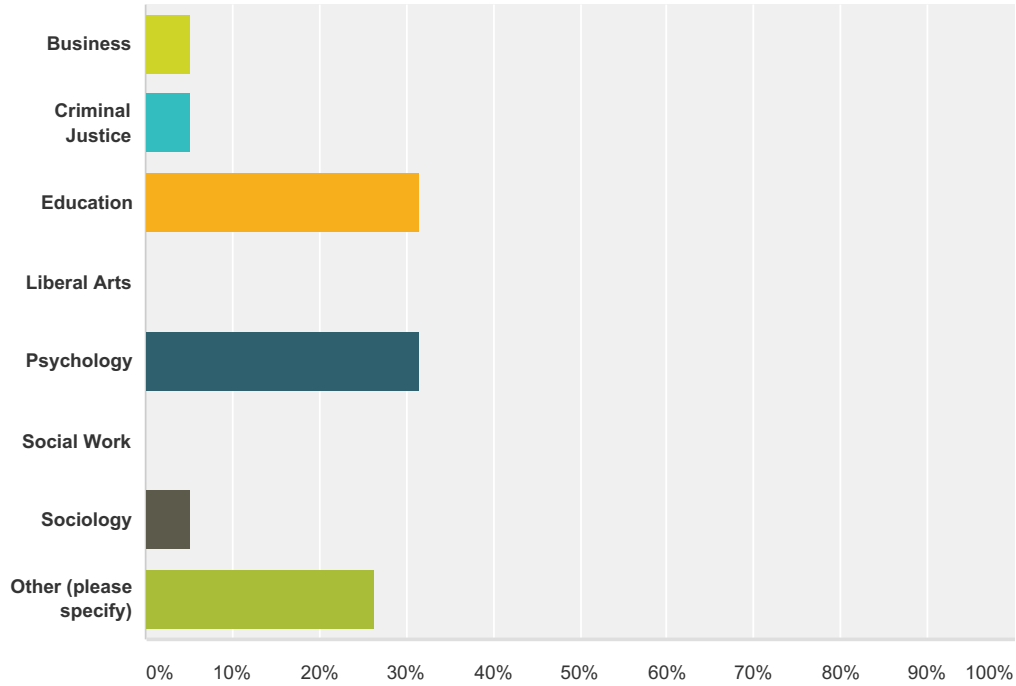
Answered: 19 Skipped: 1



Answer Choices	Responses
Yes	52.63% 10
No	47.37% 9
<b>Total</b>	<b>19</b>

### Q7 What was your undergraduate major? (Note: multiple majors may select more than one answer)

Answered: 19 Skipped: 1

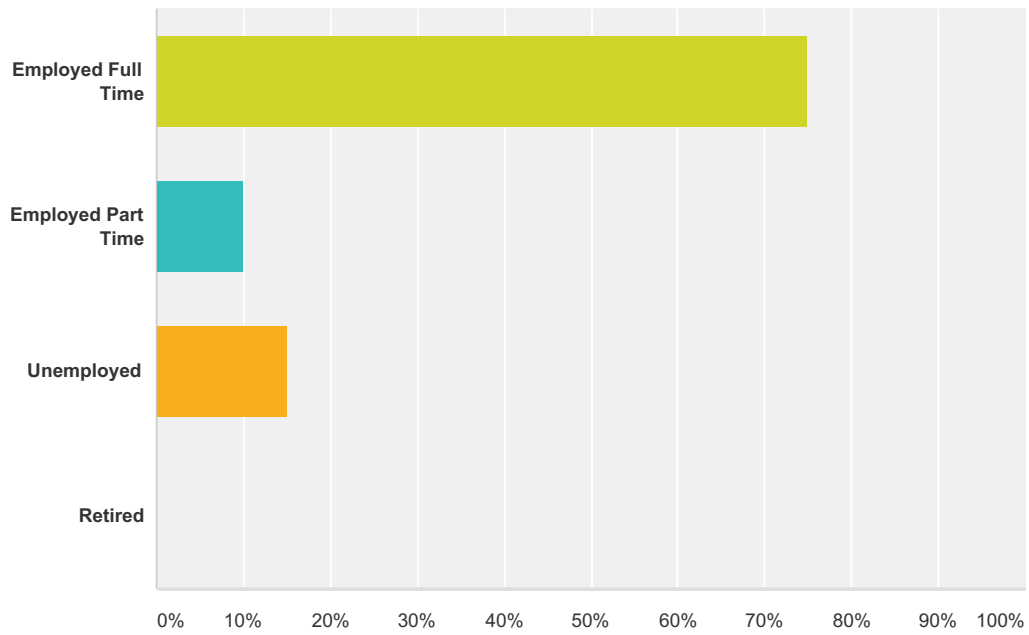


Answer Choices	Responses
Business	5.26% 1
Criminal Justice	5.26% 1
Education	31.58% 6
Liberal Arts	0.00% 0
Psychology	31.58% 6
Social Work	0.00% 0
Sociology	5.26% 1
Other (please specify)	26.32% 5
<b>Total Respondents: 19</b>	

#	Other (please specify)	Date
1	History	4/26/2016 10:19 AM
2	Communication	4/25/2016 10:27 AM
3	Anthropology	4/12/2016 9:12 PM
4	Masters Degree Collaborative Special Education K-6	4/6/2016 12:58 PM
5	Communicative Disorders	4/6/2016 11:31 AM

### Q8 What is your employment status?

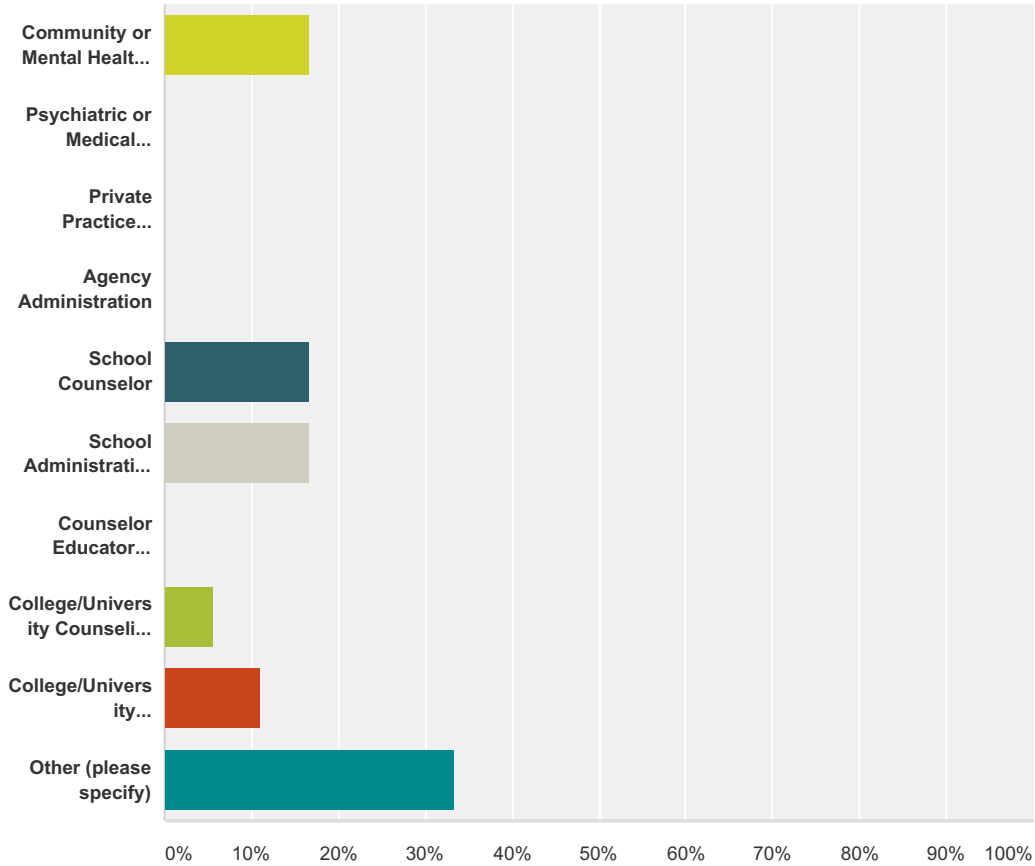
Answered: 20 Skipped: 0



Answer Choices	Responses
Employed Full Time	75.00% 15
Employed Part Time	10.00% 2
Unemployed	15.00% 3
Retired	0.00% 0
<b>Total</b>	<b>20</b>

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

Answered: 18 Skipped: 2



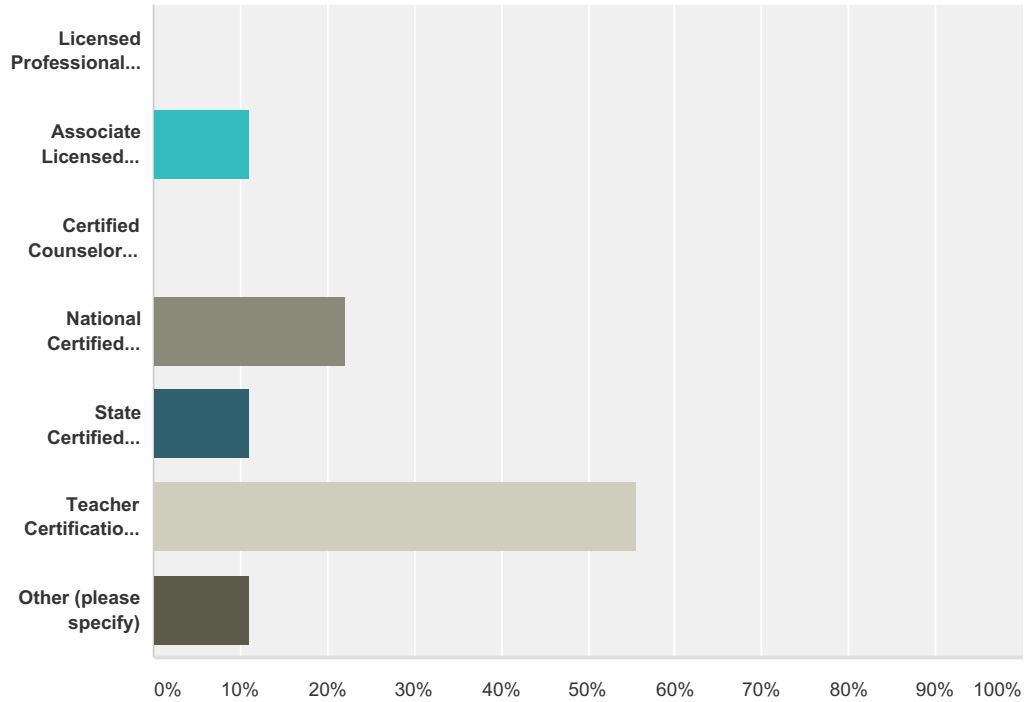
Answer Choices	Responses
Community or Mental Health Agency Counselor	16.67% 3
Psychiatric or Medical Hospital Counselor	0.00% 0
Private Practice Counselor	0.00% 0
Agency Administration	0.00% 0
School Counselor	16.67% 3
School Administration/Teaching	16.67% 3
Counselor Educator (college/university)	0.00% 0
College/University Counseling Center	5.56% 1
College/University Administration	11.11% 2
Other (please specify)	33.33% 6
<b>Total Respondents: 18</b>	

#	Other (please specify)	Date
1	Waitress	4/12/2016 9:12 PM
2	customer service	4/10/2016 5:10 PM
3	Administrative Assistant	4/6/2016 3:13 PM
4	Teacher Public School	4/6/2016 12:50 PM
5	Youth service aide DYS Mt. Meigs	4/6/2016 12:38 PM
6	Retail-Assistant Manager	4/6/2016 11:31 AM



### Q10 Professional Certifications and/or Licensure (please check all professional certifications and licensures held)

Answered: 9 Skipped: 11

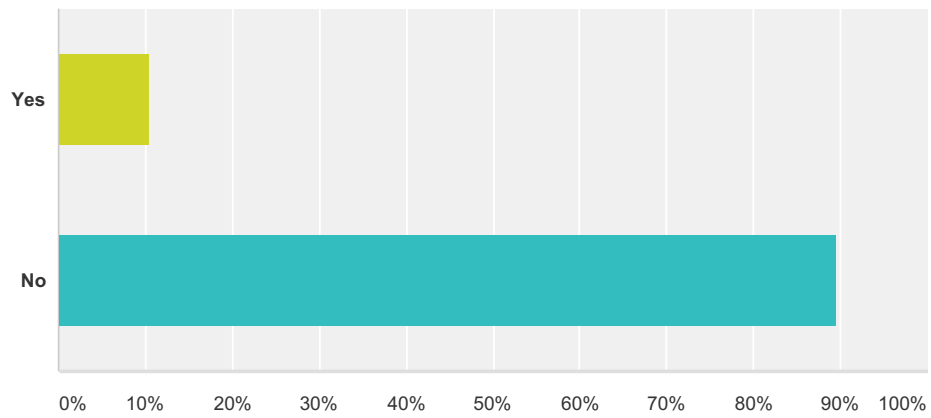


Answer Choices	Responses
Licensed Professional Counselor (LPC)	0.00% 0
Associate Licensed Counselor (ALC)	11.11% 1
Certified Counselor Supervisor	0.00% 0
National Certified Counselor	22.22% 2
State Certified School Counselor	11.11% 1
Teacher Certification or License	55.56% 5
Other (please specify)	11.11% 1
<b>Total Respondents: 9</b>	

#	Other (please specify)	Date
1	Licensed Chemical Dependency Counselor Intern	4/9/2016 10:36 AM

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

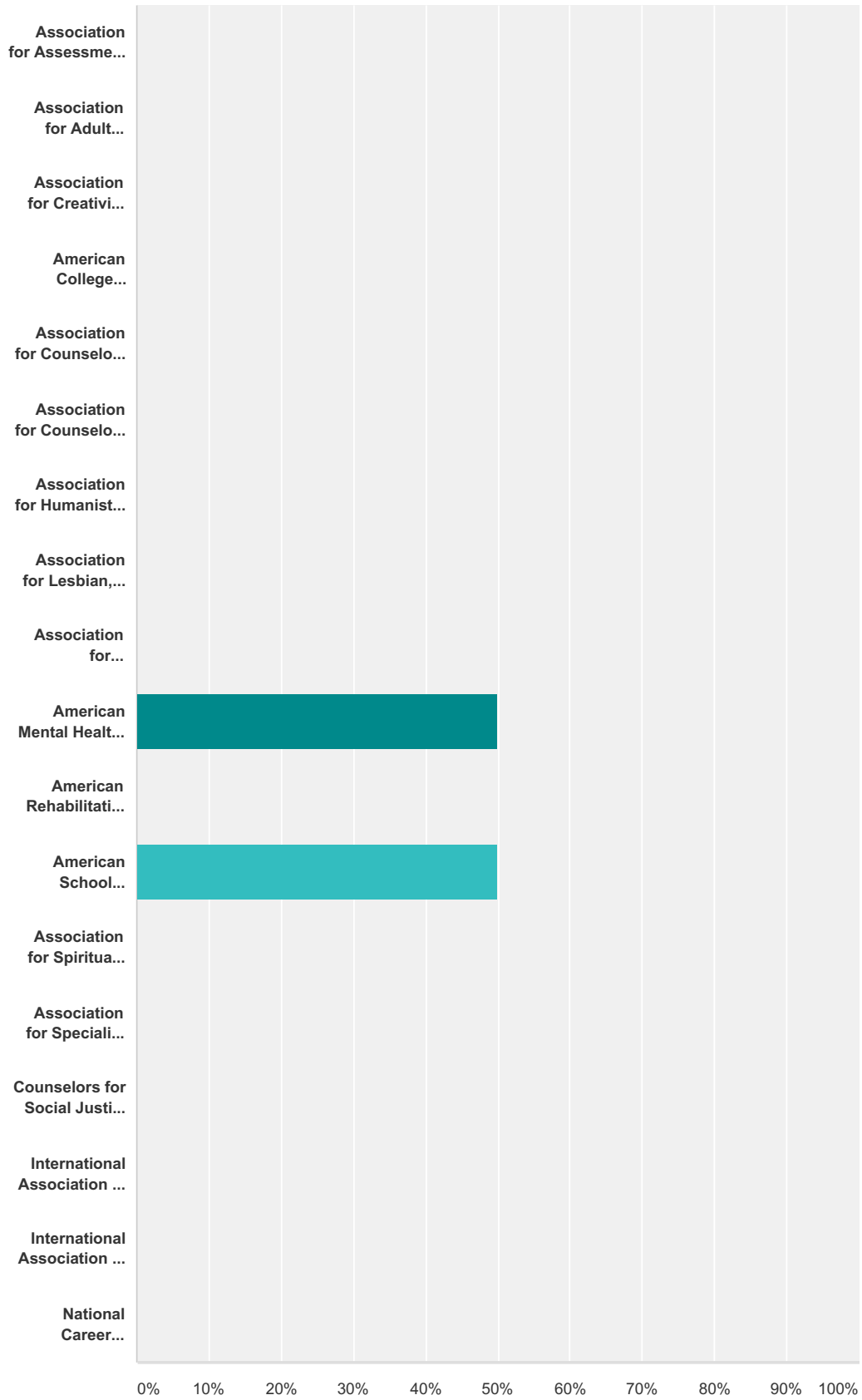
Answered: 19 Skipped: 1



Answer Choices	Responses
Yes	10.53% 2
No	89.47% 17
<b>Total</b>	<b>19</b>

**Q12 If you are a member of ACA, please indicate all divisions of which you are a member. (Check all that apply)**

Answered: 2 Skipped: 18

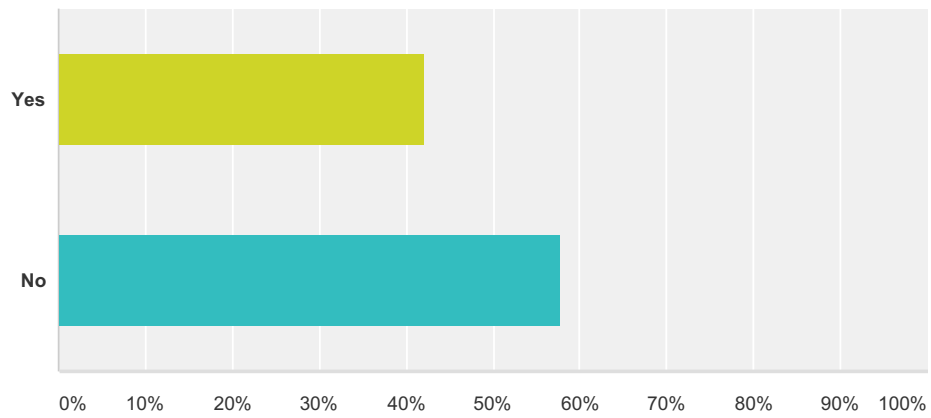


Answer Choices	Responses
Association for Assessment in Counseling and Education (AACCE)	0.00% 0

Association for Adult Development and Aging (AADA)	0.00%	0
Association for Creativity in Counseling (ACC)	0.00%	0
American College Counseling Association (ACCA)	0.00%	0
Association for Counselors and Educators in Government (ACEG)	0.00%	0
Association for Counselor Education and Supervision (ACES)	0.00%	0
Association for Humanistic Counseling (AHC)	0.00%	0
Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)	0.00%	0
Association for Multicultural Counseling and Development (AMCD)	0.00%	0
American Mental Health Counselors Association (AMHCA)	50.00%	1
American Rehabilitation Counseling Association (ARCA)	0.00%	0
American School Counselor Association (ASCA)	50.00%	1
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)	0.00%	0
Association for Specialists in Group Work (ASGW)	0.00%	0
Counselors for Social Justice (CSJ)	0.00%	0
International Association of Addictions and Offender Counselors (IAAOC)	0.00%	0
International Association of Marriage and Family Counselors (IAMFC)	0.00%	0
National Career Development Association (NCDA)	0.00%	0
<b>Total Respondents: 2</b>		

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

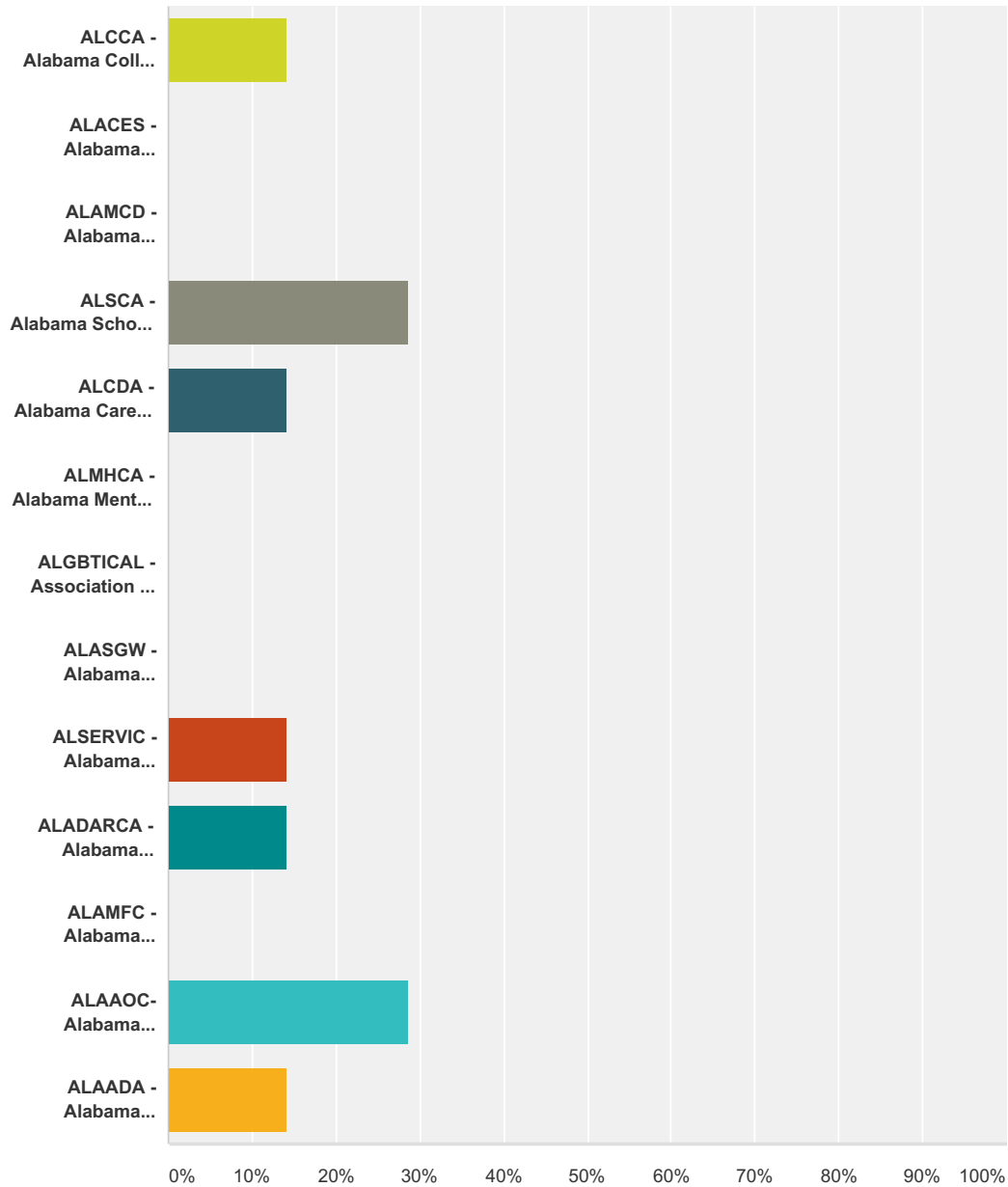
Answered: 19 Skipped: 1



Answer Choices	Responses
Yes	42.11% 8
No	57.89% 11
<b>Total</b>	<b>19</b>

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

Answered: 7 Skipped: 13



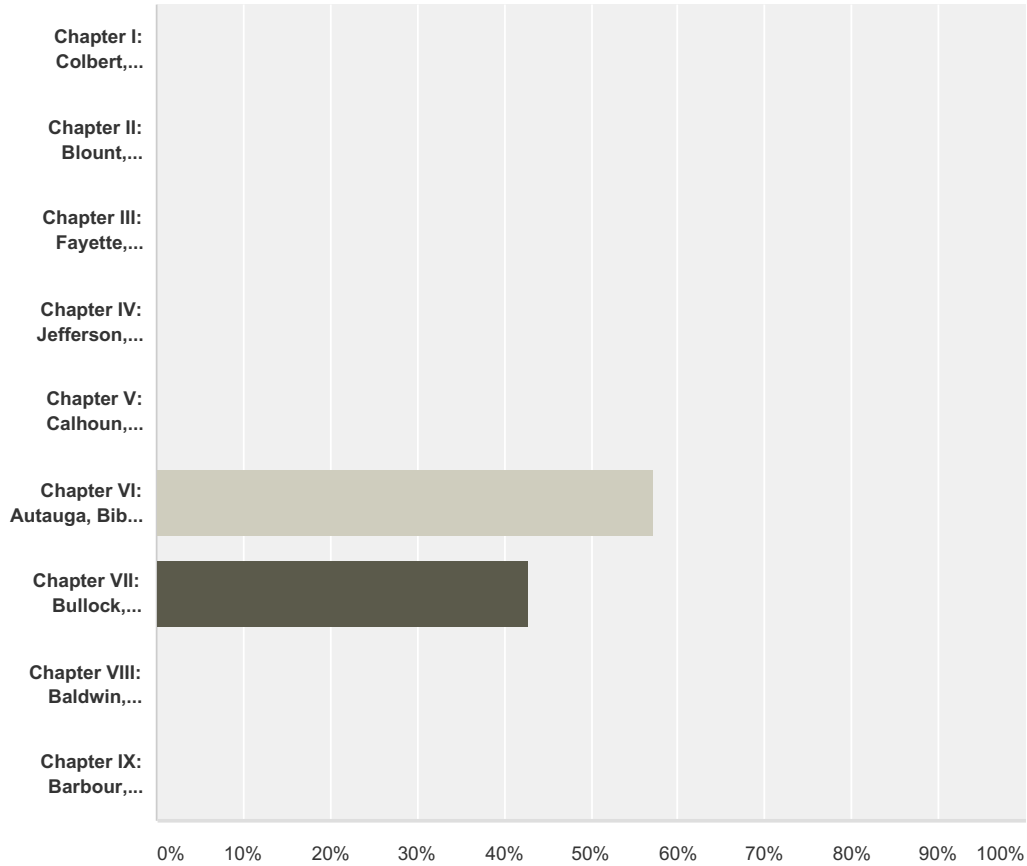
Answer Choices	Responses
ALCCA - Alabama College Counseling Association	14.29% 1
ALACES - Alabama Association for Counselor Education and Supervision	0.00% 0
ALAMCD - Alabama Association for Multicultural Counseling and Development	0.00% 0
ALSCA - Alabama School Counselor Association	28.57% 2

ALCDA - Alabama Career Development Association	14.29%	1
ALMHCA - Alabama Mental Health Counselors Association	0.00%	0
ALGBTICAL - Association of Lesbian, Gay, Bisexual and Transgender Issues in Counseling of Alabama	0.00%	0
ALASGW - Alabama Association for Specialist in Group Work	0.00%	0
ALSERVIC - Alabama Association for Spiritual, Ethical, and Religious Values issues in Counseling	14.29%	1
ALADARCA - Alabama Division of the American Rehabilitation Counseling Association	14.29%	1
ALAMFC - Alabama Association for Marriage and Family Counseling	0.00%	0
ALAAOC- Alabama Association for Addictions and Offenders Counselors	28.57%	2
ALAADA - Alabama Association for Adult Development and Aging	14.29%	1
<b>Total Respondents: 7</b>		



### Q15 If you are a member of the Alabama Counseling Association (ALCA), please indicate your current Chapter membership.

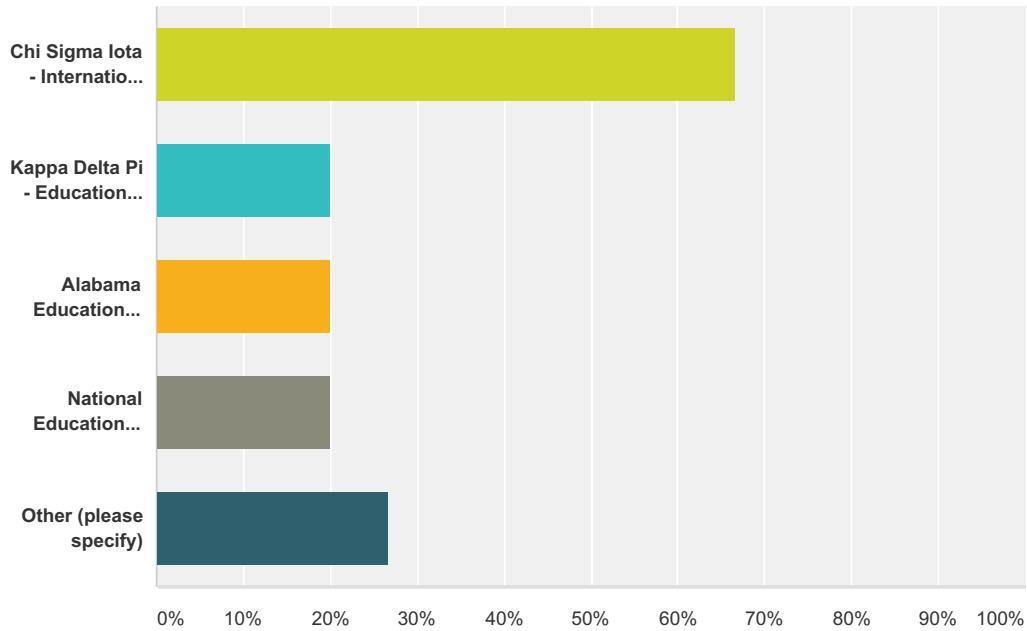
Answered: 7 Skipped: 13



Answer Choices	Responses
Chapter I: Colbert, Cullman, Franklin, Lauderdale, Lawrence, Limestone, Morgan, Winston.	0.00% 0
Chapter II: Blount, Jackson, Madison, Marshall	0.00% 0
Chapter III: Fayette, Greene, Hale, Lamar, Marion, Pickens, Sumter, Tuscaloosa, Walker	0.00% 0
Chapter IV: Jefferson, Shelby.	0.00% 0
Chapter V: Calhoun, Cherokee, Cleburne, Dekalb, Etowah, St. Clair, Talladega	0.00% 0
Chapter VI: Autauga, Bibb, Butler, Chilton, Choctaw, Dallas, Lowndes, Marengo, Perry, Wilcox.	57.14% 4
Chapter VII: Bullock, Chambers, Clay, Coosa, Elmore, Lee, Macon, Montgomery, Randolph, Russell, Tallapoosa.	42.86% 3
Chapter VIII: Baldwin, Clarke, Conecuh, Escambia, Mobile, Monroe, Washington	0.00% 0
Chapter IX: Barbour, Coffee, Covington, Dale, Crenshaw, Geneva, Henry, Houston, Pike	0.00% 0
<b>Total</b>	<b>7</b>

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

Answered: 15 Skipped: 5



Answer Choices	Responses
Chi Sigma Iota - International Counseling Honors Society	66.67% 10
Kappa Delta Pi - Education Honors Society	20.00% 3
Alabama Education Association (AEA)	20.00% 3
National Education Association (NEA)	20.00% 3
Other (please specify)	26.67% 4
<b>Total Respondents: 15</b>	

#	Other (please specify)	Date
1	ODK, Phi Kappa Phi	4/25/2016 9:54 AM
2	Omicron Delta Kappa	4/11/2016 9:46 AM
3	Phi Kappa Phi	4/6/2016 3:13 PM
4	Alabama Public Health Association	4/6/2016 11:31 AM

**Q17 Leadership and Professional Service -  
please list significant professional  
leadership positions:**

Answered: 2 Skipped: 18

#	Responses	Date
1	President of Chi Sigma Iota, STAR advocate	4/12/2016 9:12 PM
2	-Budget Committee Secretary of Tallassee Elementary School -Accreditation Evidence Team Leader: Standard 2, Tallassee City Schools Accreditation (2016) -Accreditation School Interview Board Member, Tallassee Elementary School (2016)	4/6/2016 12:50 PM

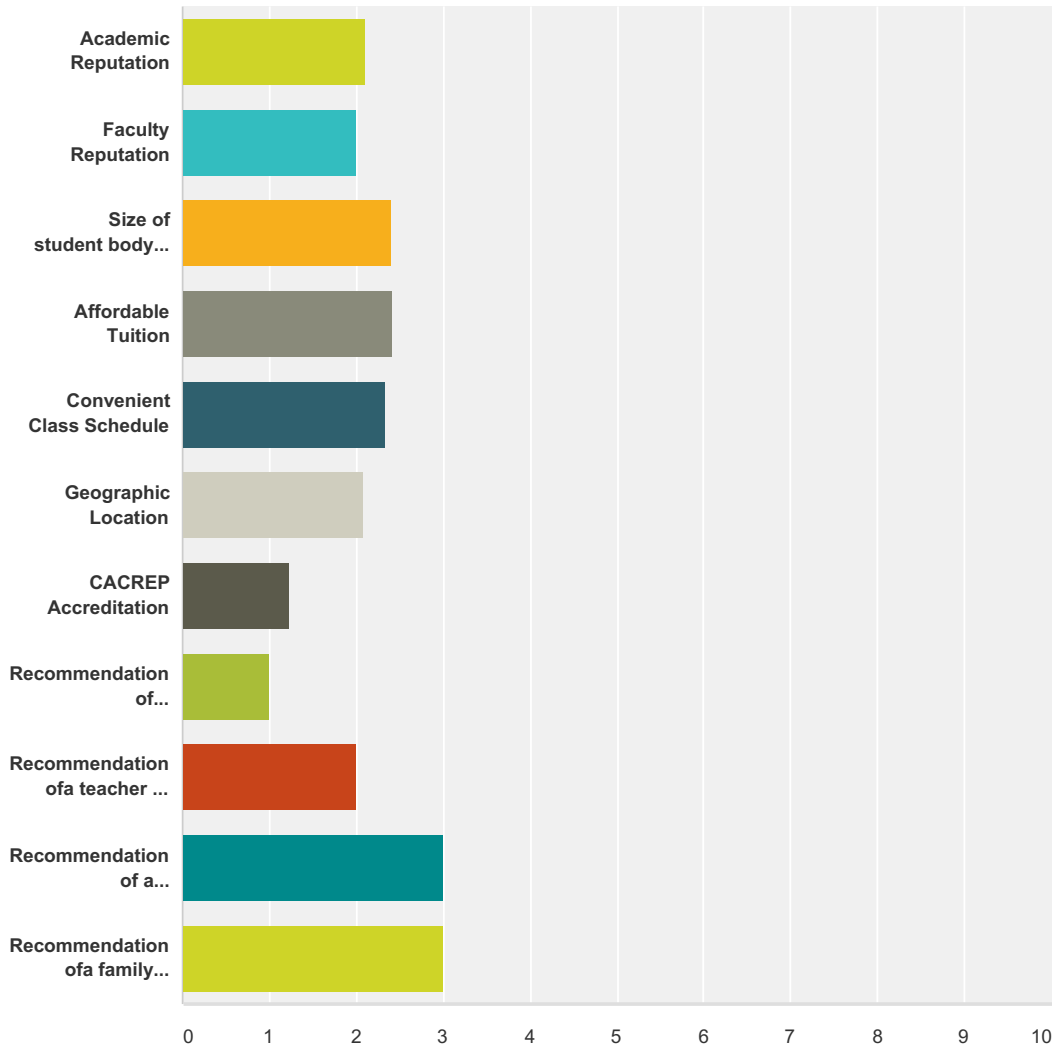
**Q18 Leadership and Professional Service -  
please list significant professional  
leadership positions:**

Answered: 1 Skipped: 19

#	Responses	Date
1	-Budget Committee Secretary of Tallassee Elementary School -Accreditation Evidence Team Leader: Standard 2, Tallassee City Schools Accreditation (2016) -Accreditation School Interview Board Member, Tallassee Elementary School (2016)	4/6/2016 12:50 PM

**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: 19 Skipped: 1



	Most Important Reason	2nd Most Important Reason	3rd Most Important Reason	Total	Weighted Average
Academic Reputation	30.00% 3	30.00% 3	40.00% 4	10	2.10
Faculty Reputation	0.00% 0	100.00% 2	0.00% 0	2	2.00
Size of student body (class size)	0.00% 0	60.00% 3	40.00% 2	5	2.40
Affordable Tuition	0.00% 0	57.14% 4	42.86% 3	7	2.43
Convenient Class Schedule	33.33% 1	0.00% 0	66.67% 2	3	2.33

Geographic Location	<b>27.27%</b> 3	<b>36.36%</b> 4	<b>36.36%</b> 4	11	2.09
CACREP Accreditation	<b>84.62%</b> 11	<b>7.69%</b> 1	<b>7.69%</b> 1	13	1.23
Recommendation of Undergraduate Advisor	<b>100.00%</b> 1	<b>0.00%</b> 0	<b>0.00%</b> 0	1	1.00
Recommendation of a teacher or professor	<b>0.00%</b> 0	<b>100.00%</b> 2	<b>0.00%</b> 0	2	2.00
Recommendation of a professional counselor	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>100.00%</b> 1	1	3.00
Recommendation of a family member	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>100.00%</b> 2	2	3.00

**Q20 Was there some other important reason that you chose the AUM Counselor Education program?**

Answered: 8 Skipped: 12

#	Responses	Date
1	I earned my education certification from AUM and enjoyed the program.	4/26/2016 10:19 AM
2	CACREP Accreditation	4/18/2016 9:44 AM
3	AUM was the only school to reply to my inquiries with an offer to meet.	4/12/2016 9:12 PM
4	I have always wanted to be a school counselor to help students.	4/11/2016 9:46 AM
5	To learn how to become an effective counselor especially under the leadership of Dr. Carolyn Thomas	4/6/2016 1:13 PM
6	I love AUM. I have 2 degrees from AUM. My experience has been positive at this university.	4/6/2016 12:58 PM
7	It is the university in which I obtained my undergraduate degree.	4/6/2016 12:50 PM
8	I was already at AUM for my undergrad so it was convenient	4/6/2016 12:38 PM

**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: 7 Skipped: 13

#	Responses	Date
1	I attended AUM to receive my certification in education and knew of the reputation of the school.	4/26/2016 10:19 AM
2	I have come aware of this through conversations with others. I also gained knowledge by e-mail and research.	4/11/2016 9:46 AM
3	I received my undergraduate degree from AUM.	4/10/2016 1:27 PM
4	Previous student at AUM (bachelor's and masters' degrees)	4/6/2016 3:13 PM
5	Carolyn Bradley (academic advisor) and a relative who is a former employer	4/6/2016 1:13 PM
6	Dr. Thomas was a professor of mine at Alabama State University.	4/6/2016 12:58 PM
7	I was a student at AUM for my undergraduate coursework.	4/6/2016 12:50 PM



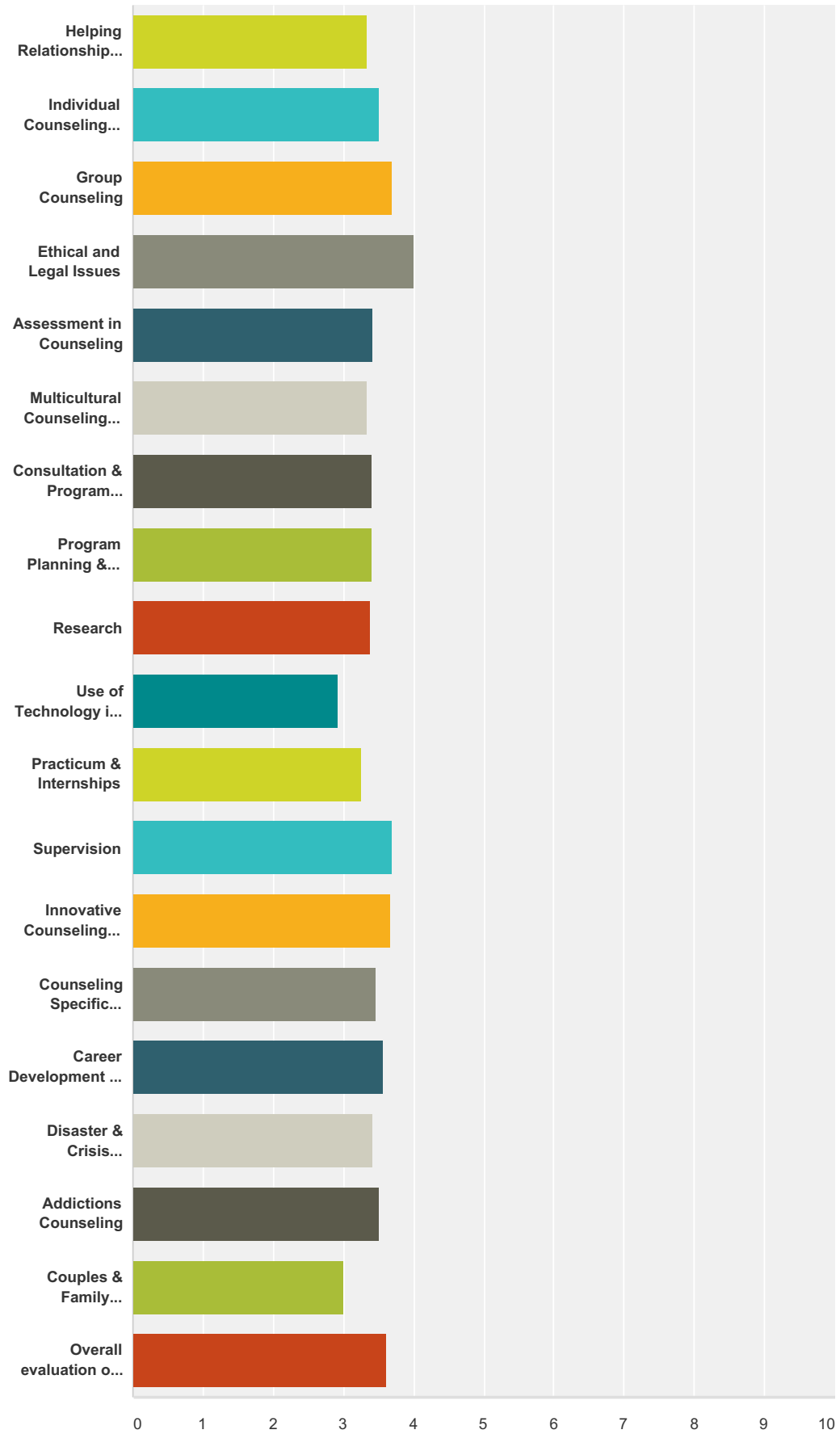
**Q22 If you came to the AUM Counselor Education program because of the personal recommendation of someone, please explain:**

Answered: 2 Skipped: 18

#	Responses	Date
1	I had a friend who was finishing up the program and she was telling me how much she enjoyed it.	4/14/2016 10:11 AM
2	a relative who is a former student went the Ed.S. program and highly recommended it.	4/6/2016 1:13 PM

**Q23 Evaluation of Training Areas: Please check the description that best represents your evaluation of the graduate preparation you received in the Counselor Education program at Auburn Montgomery.**

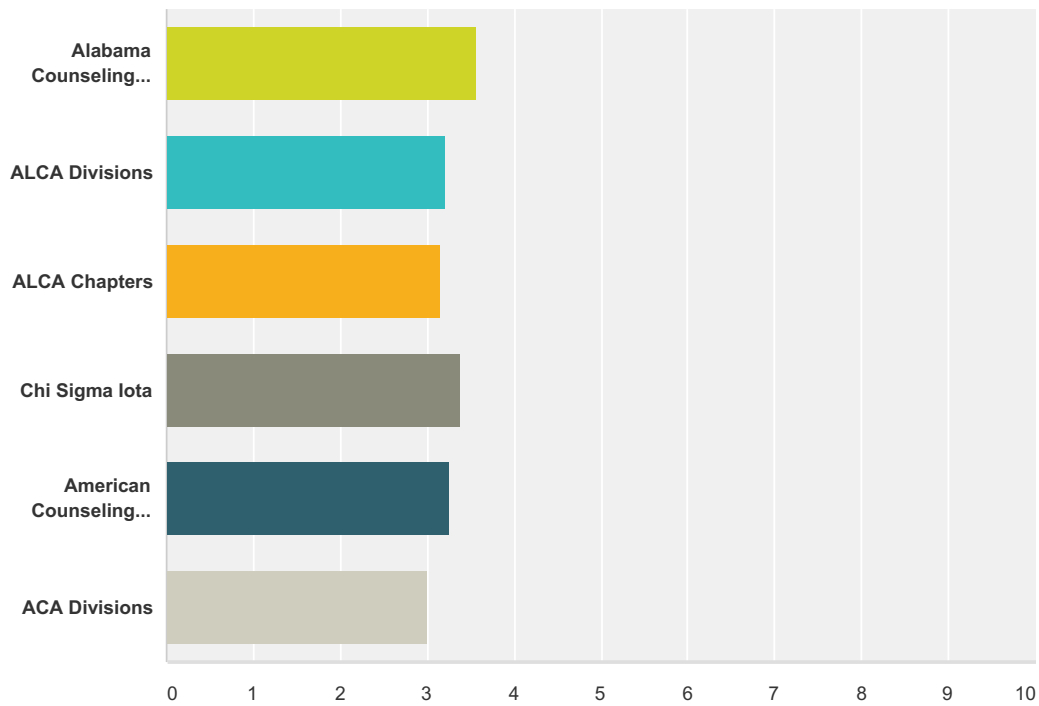
Answered: 18 Skipped: 2



	Poor	Marginal	Good	Excellent	N/A	Total	Weighted Average
Helping Relationship Skills	0.00% 0	16.67% 3	33.33% 6	50.00% 9	0.00% 0	18	3.33
Individual Counseling Theories	0.00% 0	11.11% 2	27.78% 5	61.11% 11	0.00% 0	18	3.50
Group Counseling	0.00% 0	0.00% 0	27.78% 5	61.11% 11	11.11% 2	18	3.69
Ethical and Legal Issues	0.00% 0	0.00% 0	0.00% 0	88.89% 16	11.11% 2	18	4.00
Assessment in Counseling	0.00% 0	11.76% 2	23.53% 4	47.06% 8	17.65% 3	17	3.43
Multicultural Counseling Competencies	5.56% 1	5.56% 1	33.33% 6	50.00% 9	5.56% 1	18	3.35
Consultation & Program Planning Skills	0.00% 0	0.00% 0	50.00% 9	33.33% 6	16.67% 3	18	3.40
Program Planning & Evaluation	0.00% 0	5.56% 1	38.89% 7	38.89% 7	16.67% 3	18	3.40
Research	0.00% 0	5.56% 1	33.33% 6	33.33% 6	27.78% 5	18	3.38
Use of Technology in Counseling	0.00% 0	23.53% 4	35.29% 6	17.65% 3	23.53% 4	17	2.92
Practicum & Internships	0.00% 0	11.11% 2	27.78% 5	27.78% 5	33.33% 6	18	3.25
Supervision	0.00% 0	0.00% 0	23.53% 4	52.94% 9	23.53% 4	17	3.69
Innovative Counseling Approaches (Play Therapy, Family Counseling, etc.)	0.00% 0	0.00% 0	22.22% 4	44.44% 8	33.33% 6	18	3.67
Counseling Specific Populations (Multicultural, Diverse Families, Abuse, Aging, etc.)	0.00% 0	11.11% 2	27.78% 5	55.56% 10	5.56% 1	18	3.47
Career Development & Vocational Assessment	0.00% 0	0.00% 0	33.33% 6	44.44% 8	22.22% 4	18	3.57
Disaster & Crisis Counseling	0.00% 0	5.56% 1	27.78% 5	33.33% 6	33.33% 6	18	3.42
Addictions Counseling	0.00% 0	5.56% 1	16.67% 3	33.33% 6	44.44% 8	18	3.50
Couples & Family Counseling	0.00% 0	22.22% 4	22.22% 4	22.22% 4	33.33% 6	18	3.00
Overall evaluation of your training	0.00% 0	0.00% 0	38.89% 7	61.11% 11	0.00% 0	18	3.61

**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.**

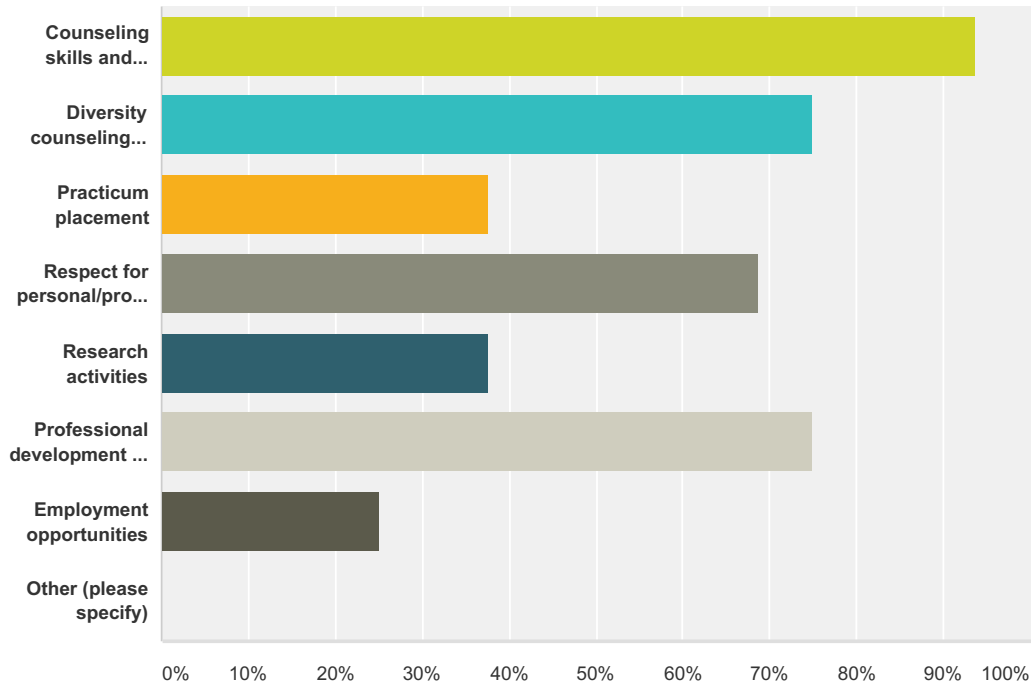
Answered: 17 Skipped: 3



	Not Helpful	Somewhat Helpful	Helpful	Very Helpful	N/A	Total	Weighted Average
Alabama Counseling Association (ALCA)	0.00% 0	12.50% 2	12.50% 2	62.50% 10	12.50% 2	16	3.57
ALCA Divisions	12.50% 2	6.25% 1	18.75% 3	50.00% 8	12.50% 2	16	3.21
ALCA Chapters	12.50% 2	6.25% 1	18.75% 3	43.75% 7	18.75% 3	16	3.15
Chi Sigma Iota	0.00% 0	17.65% 3	11.76% 2	47.06% 8	23.53% 4	17	3.38
American Counseling Association (ACA)	6.25% 1	12.50% 2	12.50% 2	43.75% 7	25.00% 4	16	3.25
ACA Divisions	12.50% 2	6.25% 1	25.00% 4	31.25% 5	25.00% 4	16	3.00

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

Answered: 16 Skipped: 4



Answer Choices	Responses
Counseling skills and attitudes	93.75% 15
Diversity counseling competencies	75.00% 12
Practicum placement	37.50% 6
Respect for personal/professional boundaries	68.75% 11
Research activities	37.50% 6
Professional development and involvement	75.00% 12
Employment opportunities	25.00% 4
Other (please specify)	0.00% 0
<b>Total Respondents: 16</b>	

#	Other (please specify)	Date
	There are no responses.	

**Q26 Suggestions: Please share any suggestions to improve the graduate counseling programs at AUM.**

Answered: 8 Skipped: 12

#	Responses	Date
1	Help current students attain a practicum/internship site	4/18/2016 9:44 AM
2	More emphases on special populations and specific techniques. Teach theories in more observable ways like videos, tapes, role-play.	4/12/2016 9:12 PM
3	More clarity on placements and the process	4/11/2016 9:46 AM
4	I absolutely love this program and the professors!	4/9/2016 10:36 AM
5	Faculty should be more involved in placing students at practicum internship sites	4/7/2016 5:19 PM
6	They need to establish a relationship with mental health agencies and providers for students who are entering their practicums and internships. For those of us who work 8-5, it was very difficult to find a location to accommodate full-time employed students.	4/6/2016 1:13 PM
7	Please allow summer internships in order to better fit the needs of aspiring school counselors who cannot take a leave of absence from their current position within the school.	4/6/2016 12:50 PM
8	The graduate counseling program needs to become more organized. Not all of the teachers provide the same quality of education. I feel that some classes have not prepared me for the work field.	4/6/2016 11:31 AM

**Q27 Optional: If we may contact you regarding your answers, please give your contact information below.**

Answered: 3 Skipped: 17

Answer Choices	Responses
Name	100.00% 3
Company	0.00% 0
Address	66.67% 2
Address 2	33.33% 1
City/Town	66.67% 2
State/Province	66.67% 2
ZIP/Postal Code	66.67% 2
Country	0.00% 0
Email Address	100.00% 3
Phone Number	100.00% 3

#	Name	Date
1	Albert Drakeford, Jr.	4/11/2016 9:46 AM
2	Gregory Scott Clark	4/9/2016 10:36 AM
3	Lekesha Andrews	4/6/2016 11:33 AM

#	Company	Date
	There are no responses.	

#	Address	Date
1	3332 Fountain Lane	4/11/2016 9:46 AM
2	1204 Kenwood Court	4/6/2016 11:33 AM

#	Address 2	Date
1	Apt B	4/11/2016 9:46 AM

#	City/Town	Date
1	Montgomery	4/11/2016 9:46 AM
2	Prattville	4/6/2016 11:33 AM

#	State/Province	Date
1	AL	4/11/2016 9:46 AM
2	AL	4/6/2016 11:33 AM

#	ZIP/Postal Code	Date
1	36116	4/11/2016 9:46 AM
2	36067	4/6/2016 11:33 AM

#	Country	Date
	There are no responses.	



#	Email Address	Date
1	adrakefo@aum.edu	4/11/2016 9:46 AM
2	gclarkjr@aum.edu	4/9/2016 10:36 AM
3	keshagodchosen@yahoo.com	4/6/2016 11:33 AM
#	Phone Number	Date
1	251-227-9025	4/11/2016 9:46 AM
2	3347827570	4/9/2016 10:36 AM
3	3343014586	4/6/2016 11:33 AM

# **Program Evaluation Activities**

## **2. Site Evaluation of the AUM Counseling Program**

**2016 Summary of Site Evaluations of AUM Counseling Program  
by Site Supervisors  
All Counseling Programs  
9 Total Respondents**

	1 Poor	2 Marginal	3 Good	4 Very Good	5 Excellent	No response
<b>Knowledge Base</b>				2	6	
<b>Counseling Skills</b>				2	6	
<b>Time Management</b>				2	6	
<b>Self-Care &amp; Wellness</b>			1		7	
<b>Ethics</b>					8	
<b>Documentation</b>				1	7	
<b>Professionalism</b>				1	7	
<b>Effectiveness with Clients/Students</b>				1	7	

<b>AUM Program Services</b>	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Supervision orientation was provided to our site.	5	1	2
Assistance was available to the site if requested.	6	0	2
Consultation regarding students was provided.	6	0	2
Professional development was offered to the site.	4	2	2

**Comments** (*redacted for privacy. Individual comments are separated by a semicolon*): Students are well prepared to work with our difficult population. They will be an asset to the counseling field; Sequel was not initially provided contact with AUM staff but is assured that should a problem arise, AUM would deal with the situation in a professional manner and resolve any conflict Sequel or AUM might have; Things are going well with [student]. I am looking forward to working with more of your students; I have been very pleased with the level of skills and professionalism demonstrated by [student]. I was also very pleased with my meeting with Dr Thomas; Supervisor can't understand why we don't send more students!

# **Program Evaluation Activities**

## **3. Faculty Review of Student Performance**

**FACULTY REVIEW OF STUDENT PERFORMANCE**  
**Area of Counselor Education**  
**Summary**  
**Date: Spring 2016**

Program: **Blue** = CMHC/CC students; **Red** = School Counseling students; **Black** = total

**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.

<b>I. Academic Skills</b>	Strength	No Concern	Concern	N/A
a. Completion of Assignments	7+3= 10	2+2= 3	1+2= 3	
b. Class Participation	10+7= 17		1	
c. Quality of Work	9+4= 13	1+3= 4		
d. Attendance	8+3= 11	1+1= 2	1+3= 4	
e. Punctuality	9+3= 11	2	1+2= 3	
f.				
<b>II. Clinical Skills</b>				
a. Basic Attending Skills	9+4= 13	1+2= 3		1
b. Intentionality	9+4= 13	1+2= 3		1
c. Case Conceptualization	9+4= 13	1+2= 3		1
d. Treatment Outcomes	8+4= 12	2+2= 4		1
e. Accountability/Record Keeping	9+4= 13	1+2= 3		1
f. Use of appropriate Counseling Techniques	8+4= 12	2+2= 4		1
g.				
<b>III. Ethical and Professional Behavior</b>				
a. Ethical Conduct	10+7= 17			
b. Professional Conduct	9+7= 16	1		
c. Respect for Diversity	10+7= 17			
<b>IV. Personal Characteristics</b>				
a. Stability	10+7= 17			
b. Maturity	10+4= 14	3		
c. Cooperativeness	10+7= 17			
d. Motivation	10+7= 17			
e. Peer Relationships	9+7= 16	1		
f. Reaction to Feedback	9+7= 16	1		
g. Comportment	10+7= 17			
h. Appropriate Dress	10+7= 17			
i. Attitude	10+6= 17			
j.				

Recommendation to continue in program: 3 students will be informally remediated due to items 1.a., b., d., & e.

**17 Students Recommended;** 0 Provisionally Recommend; 0 Remediate; 0 Do not Recommend

**FACULTY REVIEW OF STUDENT PERFORMANCE**  
**Area of Counselor Education**  
**Summary**  
**Date: Fall 2016**

Program: **Blue** = CMHC/CC students; **Red** = School Counseling students; **Black** = total

**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.

<b>I. Academic Skills</b>	Strength	No Concern	Concern	N/A
a. Completion of Assignments	12+6= 18	1		
b. Class Participation	12+5= 17	1	1	
c. Quality of Work	12+6= 18	1		
d. Attendance	13+6= 19			
e. Punctuality	13+6= 19			
f.				
<b>II. Clinical Skills</b>				
a. Basic Attending Skills	7+4= 11			6+2= 8
b. Intentionality	7+3= 10	1		6+2= 8
c. Case Conceptualization	7+4= 11			6+2= 8
d. Treatment Outcomes	7+4= 11			6+2= 8
e. Accountability/Record Keeping	7+4= 11			6+2= 8
f. Use of appropriate Counseling Techniques	7+4= 11			6+2= 8
g.				
<b>III. Ethical and Professional Behavior</b>				
a. Ethical Conduct	13+6= 19			
b. Professional Conduct	13+6= 19			
c. Respect for Diversity	13+6= 19			
d. Communication Skills	13+5= 18		1	
e. Professional Identity	13+5= 18		1	
<b>IV. Personal Characteristics</b>				
a. Stability	13+6= 19			
b. Maturity	13+6= 19			
c. Cooperativeness	13+5= 18		1	
d. Motivation	13+6= 19			
e. Peer Relationships	13+6= 19			
f. Reaction to Feedback	13+5= 18		1	
g. Compartment	13+6= 19			
h. Appropriate Dress	13+6= 19			
i. Attitude	13+5= 18		1	
j.				

Recommendation to continue in program: One student's professionalism and academic skills have faltered. Perhaps a personal issue. She will be monitored and may be approached informally.

**18 Students Recommended;** 1 Provisionally Recommend; 0 Remediated; 0 Do not Recommend

# **Program Evaluation Activities**

## **4. Livetext Evaluation**

# Counselor Education

by AUM Administration

## Counseling Data

2016

### Rubric: CACREP Assessment

	(1) Unsatisfactory- Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken (0 pts)	(2) Basic- Indicates the performance is acceptable, but needs additional work and attention. Additional activities are required for performance to meet outcomes (0 pts)	(3) Competent- Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable (0 pts)	(4) Exceptional- Indicates the performance is outstanding. No improvement is readily identifiable (0 pts)	MeanModeStdev
Standard 1					
ECED 6230	0	1	6	1	0.0000.0000.0000
II.K.1.(h)...					
Standard 2					
ECED 6270	0	0	1	7	0.0000.0000.0000
II.K.2....					
Standard 3					
ECED 6350	0	0	0	12	0.0000.0000.0000
II.K.3. ...					
Standard 4					
ECED 6260	0	0	5	4	0.0000.0000.0000
II.K.4....					
Standard 5					
ECED 6290	0	1	7	2	0.0000.0000.0000
II.K.5.(c)...					
Standard 6					
ECED 6280	0	0	0	9	0.0000.0000.0000
II.K.5....					
Standard 7					
ECED 6300	1	0	2	4	0.0000.0000.0000
II.K.6....					
Standard 8					
ECED 6330	2	2	6	1	0.0000.0000.0000
II.K.7....					



<b>Standard 9</b>					
<b>FNDS 6610</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>II.K.8....</b>					
<b>Standard 10</b>					
<b>Clinical</b>					
<b>ECED 6914</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>13</b>	<b>0.0000.0000.0000</b>
<b>EDED</b>					
<b>6924/6925 ...</b>					
<b>Professional</b>					
<b>orientation</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>0.0000.0000.0000</b>
<b>ECED 6220...</b>					
<b>Program</b>					
<b>planning</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>ECED 6320</b>					
<b>II.K.8.(d) ...</b>					
<b>Consultation</b>					
<b>ECED 6320</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>II.K.8.(d)...</b>					
<b>Advocacy</b>					
<b>ECED 6220...</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Professional</b>					
<b>Orientation</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>0.0000.0000.0000</b>
<b>ECED 6240</b>					
<b>CC.A.1-5...</b>					
<b>Consultation</b>					
<b>&amp; Program</b>					
<b>Planning</b>					
<b>ECED 6310</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>0.0000.0000.0000</b>
<b>II.K.8.(d)</b>					
<b>CC.B.1-4;</b>					
<b>C.1-3...</b>					
<b>Assessment</b>					
<b>&amp; Diagnosis</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>7</b>	<b>0.0000.0000.0000</b>
<b>ECED 6360</b>					
<b>CC.C.4-5...</b>					
<b>Advocacy</b>					
<b>ECED 6240</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>0.0000.0000.0000</b>
<b>CC.C.6...</b>					
<b>Crisis &amp;</b>					
<b>Disaster</b>					
<b>ECED 6240</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>0.0000.0000.0000</b>
<b>(&amp; elective</b>					
<b>ECED 6380)</b>					
<b>CC.C.7...</b>					

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<b>Standard 1 ECED 6230</b>	<b>1 (12%)</b>	<b>6 (75%)</b>			<b>1 (12%)</b>
<b>II.K.1.(h)...</b>					
<i>CACREP-2.K.1.h</i>					
<b>Standard 2 ECED 6270</b>	<b>1 (12%)</b>	<b>7 (87%)</b>			
<b>II.K.2....</b>					
<i>CACREP-2.K.2</i>					

<b>Standard 3 ECED 6350</b> <b>II.K.3. ...</b> <i>CACREP-2.K.3</i>	<b>12 (100%)</b>			
<b>Standard 4 ECED 6260</b> <b>II.K.4....</b> <i>CACREP-2.K.4</i>	<b>5 (55%)</b>		<b>4 (44%)</b>	
<b>Standard 5 ECED 6290</b> <b>II.K.5.(c)...</b> <i>CACREP-2.K.5.c</i>	<b>1 (10%)</b>	<b>7 (70%)</b>		<b>2 (20%)</b>
<b>Standard 6 ECED 6280</b> <b>II.K.5....</b> <i>CACREP-2.K.5</i>	<b>9 (100%)</b>			
<b>Standard 7 ECED 6300</b> <b>II.K.6....</b> <i>CACREP-2.K.6</i>	<b>1 (14%)</b>	<b>2 (28%)</b>	<b>4 (57%)</b>	
<b>Standard 8 ECED 6330</b> <b>II.K.7....</b> <i>CACREP-2.K.7</i>	<b>2 (18%)</b>	<b>2 (18%)</b>	<b>6 (54%)</b>	<b>1 (9%)</b>
<b>Standard 9 FNDS 6610</b> <b>II.K.8....</b> <i>CACREP-2.K.8</i>				
<b>Standard 10 Clinical</b> <b>ECED 6914 EDED</b> <b>6924/6925 ...</b>	<b>6 (31%)</b>		<b>13 (68%)</b>	
<b>Professional orientation</b> <b>ECED 6220...</b>	<b>1 (16%)</b>	<b>5 (83%)</b>		
<b>Program planning ECED</b> <b>6320 II.K.8.(d) ...</b> <i>CACREP-2.K.8.d</i>				
<b>Consultation ECED 6320</b> <b>II.K.8.(d)...</b> <i>CACREP-2.K.8.d</i>				
<b>Advocacy ECED 6220...</b>				
<b>Professional Orientation</b> <b>ECED 6240 CC.A.1-5...</b>	<b>1 (14%)</b>	<b>6 (85%)</b>		
<b>Consultation &amp; Program</b> <b>Planning ECED 6310</b> <b>II.K.8.(d) CC.B.1-4;</b> <b>C.1-3...</b> <i>CACREP-2.K.8.d</i>	<b>3 (42%)</b>		<b>4 (57%)</b>	
<b>Assessment &amp; Diagnosis</b> <b>ECED 6360 CC.C.4-5...</b>	<b>5 (41%)</b>		<b>7 (58%)</b>	
<b>Advocacy ECED 6240</b> <b>CC.C.6...</b>	<b>1 (14%)</b>	<b>6 (85%)</b>		
<b>Crisis &amp; Disaster ECED</b> <b>6240 (&amp; elective ECED</b> <b>6380) CC.C.7...</b>	<b>2 (16%)</b>	<b>10 (83%)</b>		

(1) Unsatisfactory- Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken	(2) Basic- Indicates the performance is acceptable, but needs additional work and attention. Additional activities are required for performance to meet outcomes	(3) Competent- Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable	(4) Exceptional- Indicates the performance is outstanding. No improvement is readily identifiable
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## Inter-Rater Summary

	Thomas, M. Carolyn	Reynolds, Glenda	Hard, Paul	<i>MeanStdev</i>
Standard 1 ECED 6230 II.K.1.(h)...	0.000			0.0000.000
Standard 2 ECED 6270 II.K.2....		0.000		0.0000.000
Standard 3 ECED 6350 II.K.3. ...		0.000		0.0000.000
Standard 4 ECED 6260 II.K.4....	0.000			0.0000.000
Standard 5 ECED 6290 II.K.5.(c)...	0.000		0.000	0.0000.000
Standard 6 ECED 6280 II.K.5....		0.000		0.0000.000
Standard 7 ECED 6300 II.K.6....	0.000			0.0000.000
Standard 8 ECED 6330 II.K.7....	0.000			0.0000.000
Standard 10 Clinical ECED 6914 EDED 6924/6925 ...	0.000	0.000	0.000	0.0000.000
Professional orientation ECED 6220...		0.000		0.0000.000
Professional Orientation ECED 6240 CC.A.1-5...		0.000		0.0000.000
Consultation & Program Planning ECED 6310 II.K.8.(d) CC.B.1-4; C.1-3...			0.000	0.0000.000
Assessment & Diagnosis ECED 6360 CC.C.4-5...			0.000	0.0000.000
Advocacy ECED 6240 CC.C.6...		0.000		0.0000.000
Crisis & Disaster ECED 6240 (& elective ECED 6380) CC.C.7...		0.000	0.000	0.0000.000

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## Counseling Rubrics

### Counseling Rubric

	<b>(1) Unsatisfactory-</b> Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken (0 pt)	<b>(2) Basic-</b> Indicates the performance is acceptable, but needs additional work and attention. Additional activities are required for performance to meet outcomes (0 pt)	<b>(3) Competent-</b> Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable (0 pt)	<b>(4) Exceptional-</b> Indicates the performance is outstanding. No improvement is readily identifiable (0 pt)
<b>Standard 1</b> <b>ECED 6230</b> <b>II.K.1.(h)</b>	Demonstrates little understanding of knowledge and skills of legal and ethical counseling.	Demonstrates basic understanding of knowledge and skills of legal and ethical counseling.	Demonstrates core understanding of knowledge and skills of legal and ethical counseling.	Demonstrates advanced understanding of knowledge and skills of legal and ethical counseling.
<b>Standard 2</b> <b>ECED 6270</b> <b>II.K.2.</b>	Demonstrates little understanding of theories and practices of social and cultural diversity in counseling.	Demonstrates basic understanding of theories and practices of social and cultural diversity in counseling.	Demonstrates core understanding of theories and practices of social and cultural diversity in counseling.	Demonstrates advanced understanding of theories and practices of social and cultural diversity in counseling.
<b>Standard 3</b> <b>ECED 6350</b> <b>II.K.3.</b>	Demonstrates little understanding of knowledge and skills of human growth and development theory and practice.	Demonstrates basic understanding of knowledge and skills of human growth and development theory and practice.	Demonstrates core understanding of knowledge and skills of human growth and development theory and practice.	Demonstrates advanced understanding of theories and practices of human growth and development theory and practice.
<b>Standard 4</b> <b>ECED 6260</b> <b>II.K.4.</b>	Demonstrates little understanding of knowledge and skills of career development.	Demonstrates basic understanding of knowledge and skills of career development.	Demonstrates core understanding of knowledge and skills of career development.	Demonstrates advanced understanding of knowledge and skills of career development.
<b>Standard 5</b> <b>ECED 6290</b> <b>II.K.5.(c)</b> (1.000, 6%)	Demonstrates little understanding of theories of counseling and practices utilizing these theories	Demonstrates basic understanding of theories of counseling and practices utilizing these theories	Demonstrates core understanding of theories of counseling and practices utilizing these theories	Demonstrates advanced understanding of theories of counseling and practices utilizing these theories
<b>Standard 6</b> <b>ECED 6280</b> <b>II.K.5.</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of helping relationships.	Demonstrates basic understanding of knowledge and skills of helping relationships.	Demonstrates core understanding of knowledge and skills of helping relationships.	Demonstrates advanced understanding of knowledge and skills of helping relationships.
<b>Standard 7</b> <b>ECED 6300</b> <b>II.K.6.</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of group work.	Demonstrates basic understanding of knowledge and skills of group work.	Demonstrates core understanding of knowledge and skills of group work.	Demonstrates advanced understanding of knowledge and skills of group work.
<b>Standard 8</b> <b>ECED 6330</b> <b>II.K.7.</b> (1.000, 6%)	Demonstrates little understanding of assessment knowledge and skills.	Demonstrates basic understanding of assessment knowledge and skills.	Demonstrates core understanding of assessment knowledge and skills.	Demonstrates advanced understanding of assessment knowledge and skills.
<b>Standard 9</b> <b>FNDS 6610</b> <b>II.K.8.</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of research in counseling.	Demonstrates basic understanding of knowledge and skills of research in counseling.	Demonstrates core understanding of knowledge and skills of research in counseling.	Demonstrates advanced understanding of knowledge and skills of research in counseling.
<b>Standard 10</b> <b>Clinical ECED</b>	Demonstrates little skills and knowledge needed to	Demonstrates basic skills and knowledge needed to	Demonstrates core skills and knowledge needed to	Demonstrates advanced skills and knowledge

	<b>(1) Unsatisfactory- Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken (0 pt)</b>	<b>(2) Basic- Indicates the performance is acceptable, but needs additional work and attention. Additional activities are required for performance to meet outcomes (0 pt)</b>	<b>(3) Competent-Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable (0 pt)</b>	<b>(4) Exceptional- Indicates the performance is outstanding. No improvement is readily identifiable (0 pt)</b>
<b>6914 EDED 6924/6925</b> (1.000, 6%)	work with clients.	work with clients.	work with clients.	needed to work with clients.
<b>Professional orientation ECED 6220</b> (1.000, 6%)	Demonstrates little understanding of development of counseling and professional orientation.	Demonstrates basic understanding of development of counseling professional orientation.	Demonstrates core understanding of development of professional orientation.	Demonstrates advanced understanding of development of professional orientation.
<b>Program planning ECED 6320 II.K.8.(d)</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of program planning and evaluation.	Demonstrates basic understanding of knowledge and skills of program planning and evaluation.	Demonstrates core understanding of knowledge and skills of program planning and evaluation.	Demonstrates advanced understanding of knowledge and skills of program planning and evaluation.
<b>Consultation ECED 6320 II.K.8.(d)</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of consultation.	Demonstrates basic understanding of knowledge and skills of consultation.	Demonstrates core understanding of knowledge and skills of consultation.	Demonstrates advanced understanding of knowledge and skills of consultation.
<b>Advocacy ECED 6220</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of advocating with parents, faculty, administrators, community	Demonstrates basic understanding of knowledge and skills of advocating with parents, faculty, administrators, community	Demonstrates core understanding of knowledge and skills of advocating with parents, faculty, administrators, community	Demonstrates advanced understanding of knowledge and skills of advocating with parents, faculty, administrators, community
<b>Professional Orientation ECED 6240 CC.A.1-5</b> (1.000, 6%)	Demonstrates little understanding of development of counseling and professional orientation.	Demonstrates basic understanding of development of counseling professional orientation.	Demonstrates core understanding of development of professional orientation.	Demonstrates advanced understanding of development of professional orientation.
<b>Consultation &amp; Program Planning ECED 6310 II.K.8.(d) CC.B.1-4; C.1-3</b> (1.000, 6%)	Demonstrates little understanding of Consultation and Program Planning	Demonstrates basic understanding of Consultation and Program Planning	Demonstrates core understanding of Consultation and Program Planning	Demonstrates advanced understanding of Consultation and Program Planning
<b>Assessment &amp; Diagnosis ECED 6360 CC.C.4-5</b> (1.000, 6%)	Demonstrates little understanding of Assessment and Diagnosis.	Demonstrates basic understanding of Assessment and Diagnosis.	Demonstrates core understanding of Assessment and Diagnosis.	Demonstrates advanced understanding of Assessment and Diagnosis.
<b>Advocacy ECED 6240 CC.C.6</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of client advocacy in public policy and other matters of equity and accessibility.	Demonstrates basic understanding of knowledge and skills of client advocacy in public policy and other matters of equity and accessibility.	Demonstrates core understanding of knowledge and skills of client advocacy in public policy and other matters of equity and accessibility.	Demonstrates advanced understanding of knowledge and skills of client advocacy in public policy and other matters of equity and accessibility.
<b>Crisis &amp; Disaster ECED 6240 (&amp; elective ECED 6380) CC.C.7</b>	Demonstrates little understanding of crisis and disaster intervention.	Demonstrates basic understanding of crisis and disaster intervention.	Demonstrates core understanding of crisis and disaster intervention.	Demonstrates advanced understanding of crisis and disaster intervention.

(1.000, 6%)	<p><b>(1) Unsatisfactory-</b> Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken (0 pt)</p>	<p><b>(2) Basic-</b> Indicates the performance is acceptable, but needs additional work and attention. Additional activities are required for performance to meet outcomes (0 pt)</p>	<p><b>(3) Competent-</b>Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable (0 pt)</p>	<p><b>(4) Exceptional-</b>Indicates the performance is outstanding. No improvement is readily identifiable (0 pt)</p>

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## **Program Evaluation Activities**

### **5. Program Graduate Employers Evaluation of the AUM Counseling Program**

**2016 Summary of Employers of AUM Counseling Graduates  
 Evaluation of the AUM Counseling Program  
 All Counseling Programs  
 6 Total Respondents**

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

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

## 2016 Counselor Preparation Comprehensive Examination (CPCE) Aggregation

	C1	C2	C3	C4	C5	C6	C7	C8	Total Score
National Mean	10.63	9.08	11.48	11.13	9.31	11.19	10.91	12.43	86.16
2-12-2016 A	9	11	14	10	9	12	11	8	84
2-12-2016 B	12	14	11	13	9	15	13	12	99
National Mean	10.63	9.08	11.48	11.13	9.31	11.19	10.91	12.43	86.16
6-23-2016	12	13	15	14	11	14	11	14	104
National Mean	10.39	9.88	11.40	11.77	10.34	9.97	10.55	11.37	85.67
9-16-2016	11	13	11	13	8	9	11	9	85
National Mean									

**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 but the instructors will be advised of the 2 low scores.