

**Comprehensive Program Evaluation  
Counselor Education  
Auburn University at Montgomery  
Spring 2017**

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 2016	Spring 2018
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 2017. This year there were 14 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 (57.14%) was CACREP accreditation. The 2<sup>nd</sup> most was CACREP accreditation &amp; Tuition Cost and (3) Academic Reputation.</p> <p><u>The 3 highest rated “Training Areas”</u> were: (1) Ethical &amp; Legal Issues (81.82%), (2) Helping Professional Skills (75%) and (3) Individual Counseling Theories (75%).</p> <p>There were a scattering of low scored training areas that showed no real pattern.</p> <p>The Students rated the faculty as <u>most helpful in encouraging membership</u> in CSI (80%) and ACA (50%). Encouraging membership in ACA Division was ranked lowest.</p> <p>The Students rated the faculty as <u>most helpful in mentoring “Counseling Skills and Attitudes”</u> (100%) with “Diversity” being second (70%). Only 3 (30%) indicated faculty were helpful with research, employment, and other education opportunities Employment Opportunities with only 25% indicating that this was helpful. Faculty observe that the respondent pool is small and mostly newer students which may account for this.</p> <p>Comments on the survey were varied but some suggest more lecture and direct professor interaction is desired.</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></p> <p>(1) Low outlier scores in the training areas will be monitored for developing patterns.</p> <p>(2) Faculty observed that the overall scores surrounding professional involvement and identity are good and show improvement from previous surveys.</p> <p>(3) Faculty also observed that the overall scores surrounding mentoring are good and show improvement.</p> <p>(4) The comments suggesting more faculty interaction and less completely online classes are encouraging. As enrollment grows, more lecture and hybrid based sections will be opened for students.</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>Spring 2017</b>	<b>Summer 2017</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 14 total respondents. All responses were in the "Very Good" to "Excellent" range with the majority in the Excellent range (11/14). A scattering of respondents continued to indicate that no orientation or professional development was provided to the site. The Clinical coordinator will follow up with these site supervisors.		<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 Spring Semester 2017</b>	<b>End of Fall Semester 2017</b>
<b>Level:</b> Individual Student		<b>Related to Program Objectives:</b> 2, 3, 6 – 8, & 10	
<b>Outcomes:</b> All Students currently enrolled (20 Spring semester) were evaluated and were recommended for continuance in the program. Two students were assessed as indicating concern in Academic skills a,b,d, & e. (see form) areas of concern. These are new students and will be monitored to make sure this doesn't become an ongoing issue. One student had to request an "In Process – Incomplete) due to a personal crisis. Her performance was rated good prior to this incident and she was recommended to continue. Faculty will work with her to complete her work		<b>Dissemination:</b> All counseling faculty participated in the evaluation of enrolled students. All students were recommended for continuance in the program. <b>Note: This data is incomplete - awaiting the remainder of the 2017 academic year evaluations.</b>	
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 each Semester</b>	<b>End of each Semester</b>
<b>Level:</b> Systematic program evaluation & Individual Student		<b>Related to Program Objectives:</b> 2 - 4, 6 – 7, & 10	
<b>Results:</b>  <b>Outcomes:</b>  <b>Note: Data in process. LiveText data will be run when collection is complete following the Summer 2017 semester.</b>		<b>Dissemination:</b>	

Program Evaluation Activities	Description	Last Performed	Next Scheduled
<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 Fall Semester</b>	<b>End of Fall Semester</b>
Level: Program evaluation as reflected in the Individual Graduate		Related to Program Objectives: 2 - 7, & 10	
Collection & Assessment: <b>Note: Data in process.</b>			
<b>Results/Outcomes:</b>			
<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.			
Program Evaluation Activities	Description	Last Performed	Next Scheduled
<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>
Level: Program evaluation as reflected in the Individual graduate		Related to Program Objectives: 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.	
Program Evaluation Activities	Description	Last Performed	Next Scheduled
<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>
Level: Systematic program evaluation & Individual Instructor		Related to Program Objectives: 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**

# Counseling Program Survey: 2017

Counseling\_Program\_Survey\_for\_Current\_\_Former\_Auburn\_Montgomery\_Counseling\_Students

May 10th 2017, 8:11 am MDT

## Q1 - Identify your gender.

14 respondents answered Q1:  
1 male  
13 females

Identify your gender.
male
Female
female
Female
female
female
female
Female
female
Female
Female
Female
female
female

Identify your gender.
male
Female
female
Female

female

female

female

Female

female

Female

Female

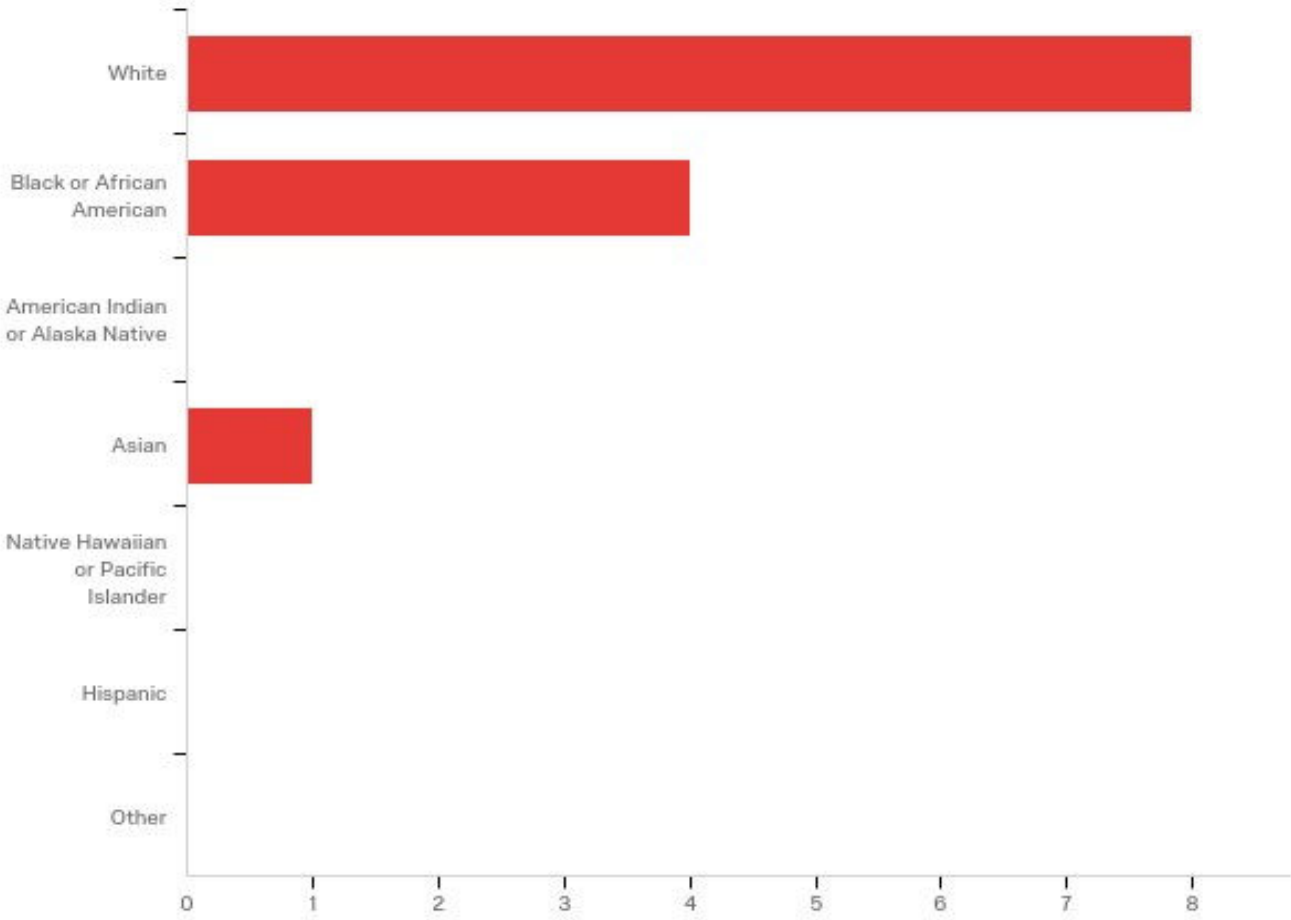
Female

female

female



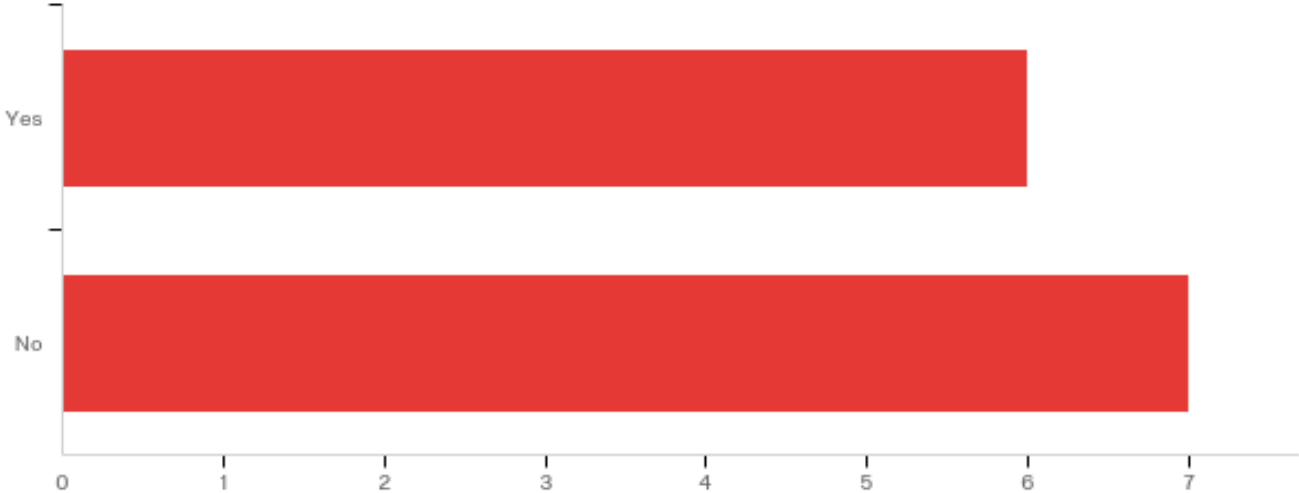
Q2 - Identify your race. If multiple races, select all that apply.



#	Answer	%	Count
1	White	61.54%	8
2	Black or African American	30.77%	4
3	American Indian or Alaska Native	0.00%	0
4	Asian	7.69%	1
5	Native Hawaiian or Pacific Islander	0.00%	0
6	Hispanic	0.00%	0
7	Other	0.00%	0
	Total	100%	13

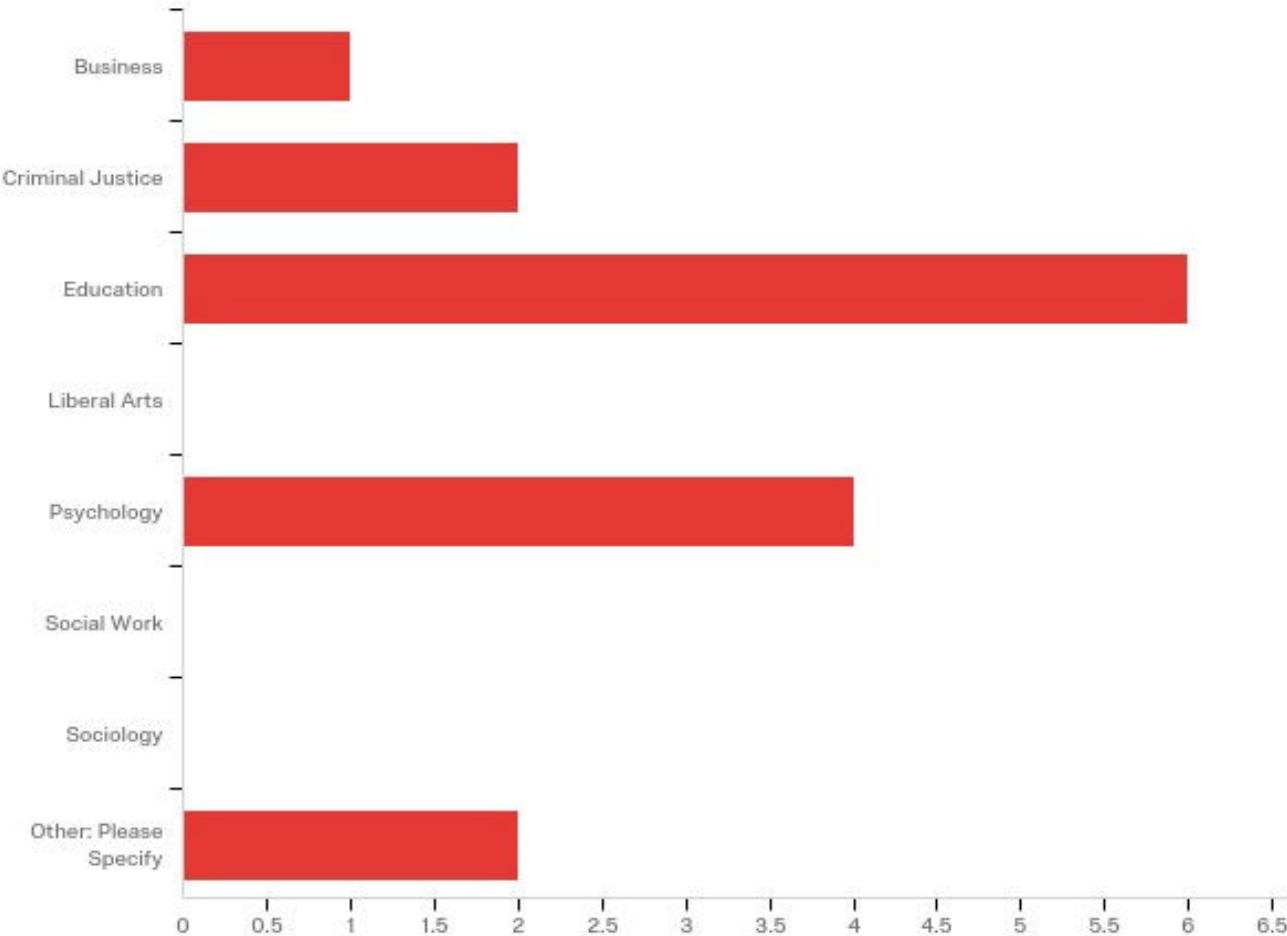
Other  
Other

### Q3 - Did you receive your undergraduate degree from Auburn Montgomery?



#	Answer	%	Count
1	Yes	46.15%	6
2	No	53.85%	7
	Total	100%	13

Q4 - What was your undergraduate major? If you have multiple majors, select all that apply.



#	Answer	%	Count
1	Business	7.14%	1
2	Criminal Justice	14.29%	2
3	Education	42.86%	6
4	Liberal Arts	0.00%	0
5	Psychology	28.57%	4
6	Social Work	0.00%	0
7	Sociology	0.00%	0
8	Other: Please Specify	14.29%	2
	<b>Total</b>	<b>100%</b>	<b>14</b>

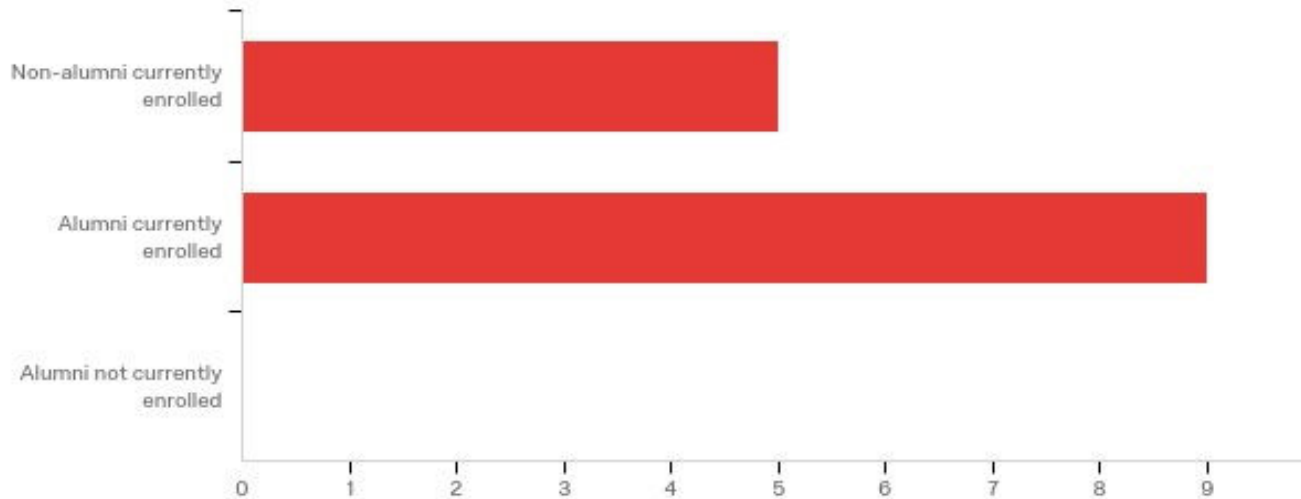
Other: Please Specify

Other: Please Specify

Communication

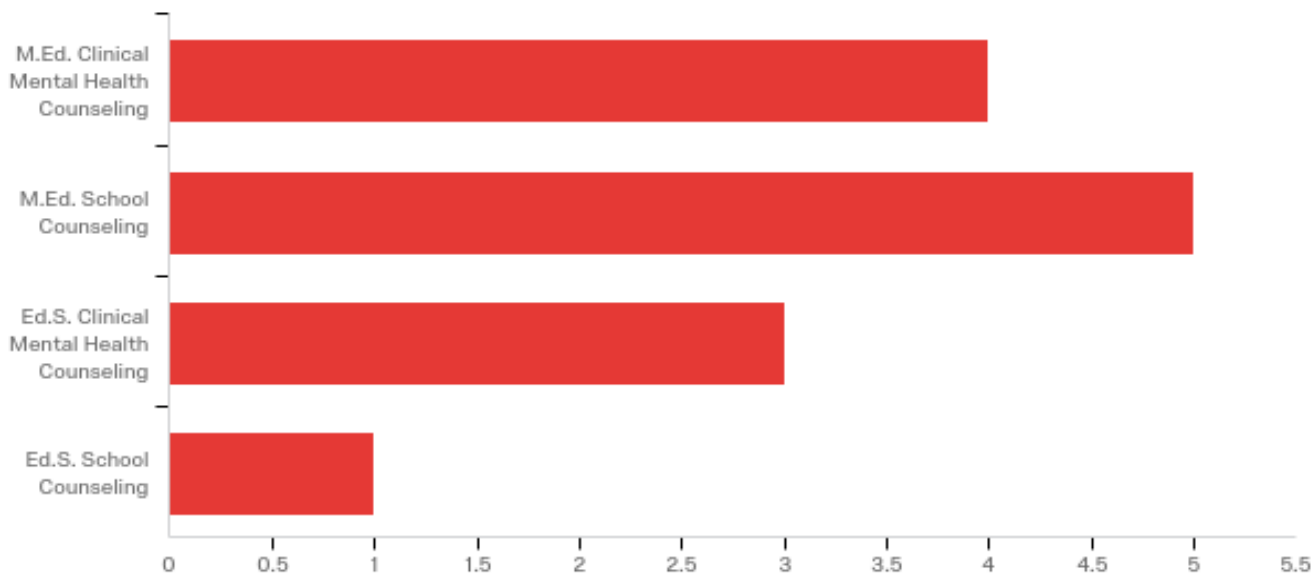
Communicative Disorders

**Q5 - Indicate which of the following applies to your current status.**



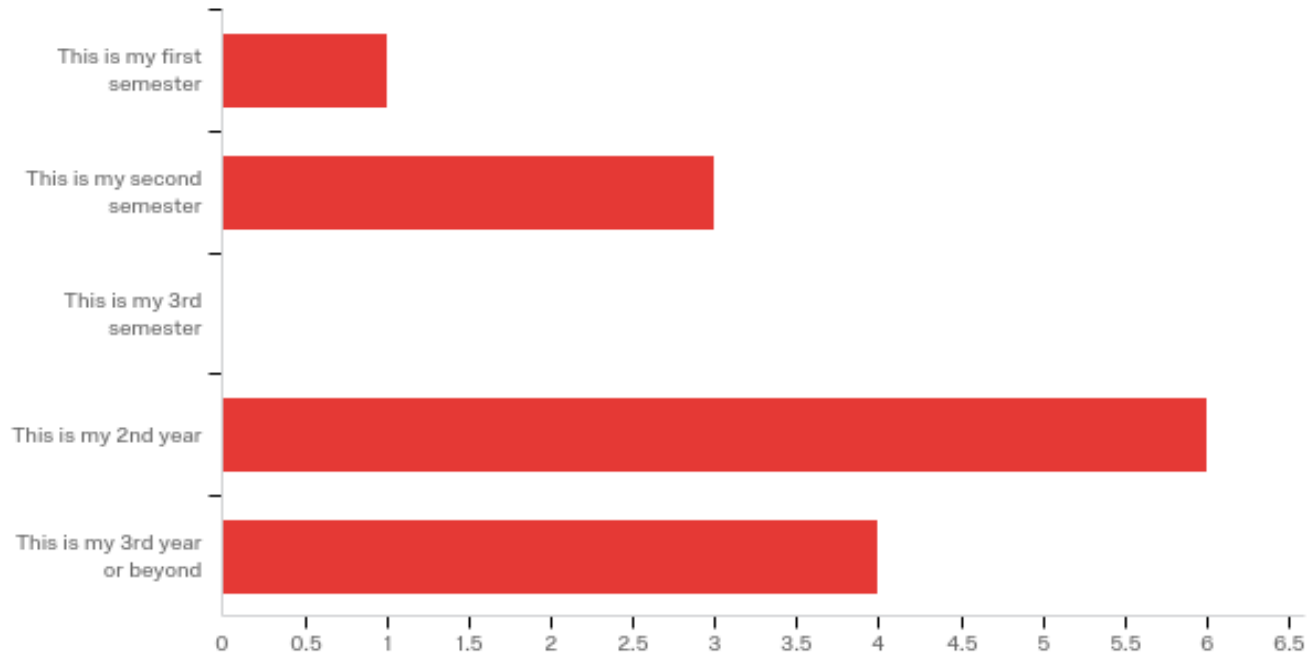
#	Answer	%	Count
1	Non-alumni currently enrolled	35.71%	5
2	Alumni currently enrolled	64.29%	9
3	Alumni not currently enrolled	0.00%	0
	Total	100%	14

## Q6 - What degree in the Auburn Montgomery Counseling Program are you currently pursuing?



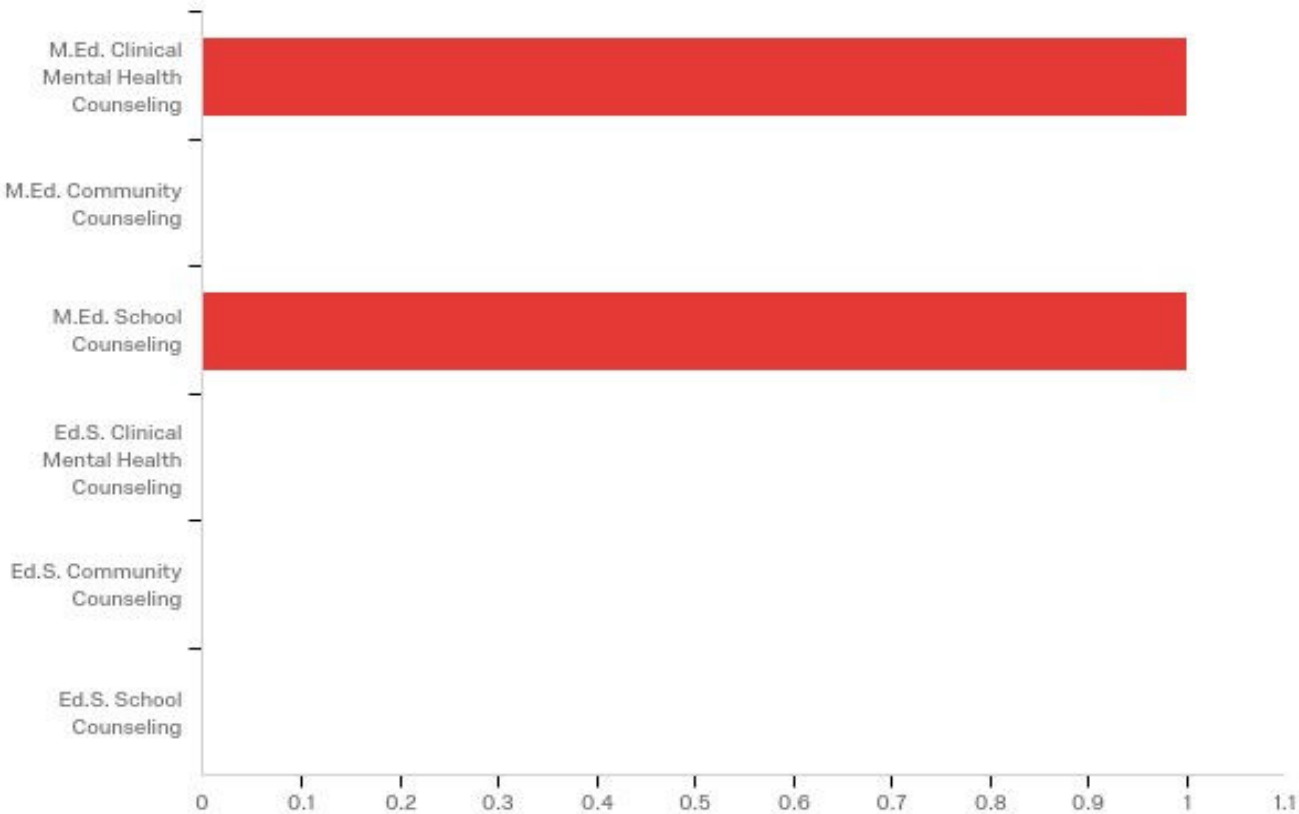
#	Answer	%	Count
1	M.Ed. Clinical Mental Health Counseling	30.77%	4
3	M.Ed. School Counseling	38.46%	5
4	Ed.S. Clinical Mental Health Counseling	23.08%	3
6	Ed.S. School Counseling	7.69%	1
	Total	100%	13

## Q7 - How long have you been enrolled in the program?



#	Answer	%	Count
1	This is my first semester	7.14%	1
2	This is my second semester	21.43%	3
3	This is my 3rd semester	0.00%	0
4	This is my 2nd year	42.86%	6
5	This is my 3rd year or beyond	28.57%	4
	Total	100%	14

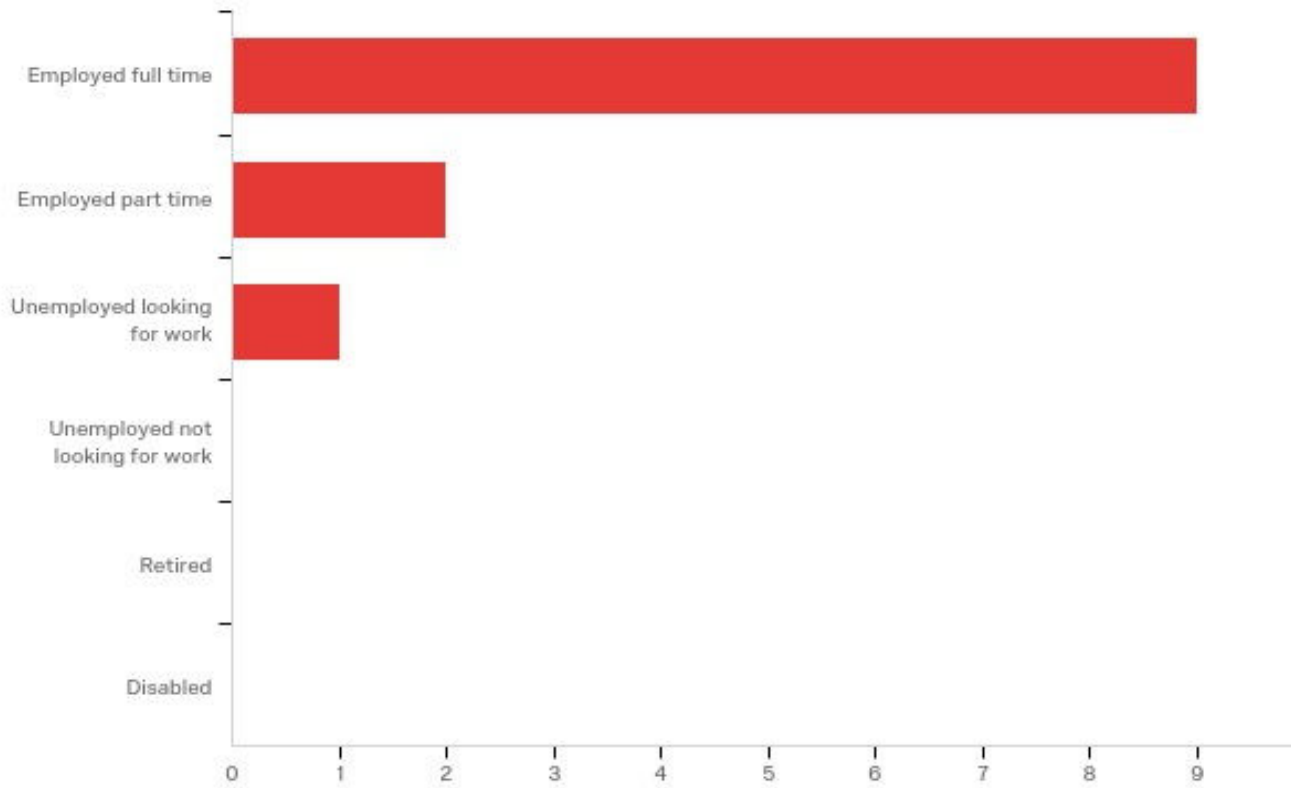
**Q8 - What degree(s) in the Auburn Montgomery Counseling Program have you completed? Select all that apply.**



#	Answer	%	Count
1	M.Ed. Clinical Mental Health Counseling	50.00%	1
2	M.Ed. Community Counseling	0.00%	0
3	M.Ed. School Counseling	50.00%	1
4	Ed.S. Clinical Mental Health Counseling	0.00%	0
5	Ed.S. Community Counseling	0.00%	0
6	Ed.S. School Counseling	0.00%	0
	Total	100%	2

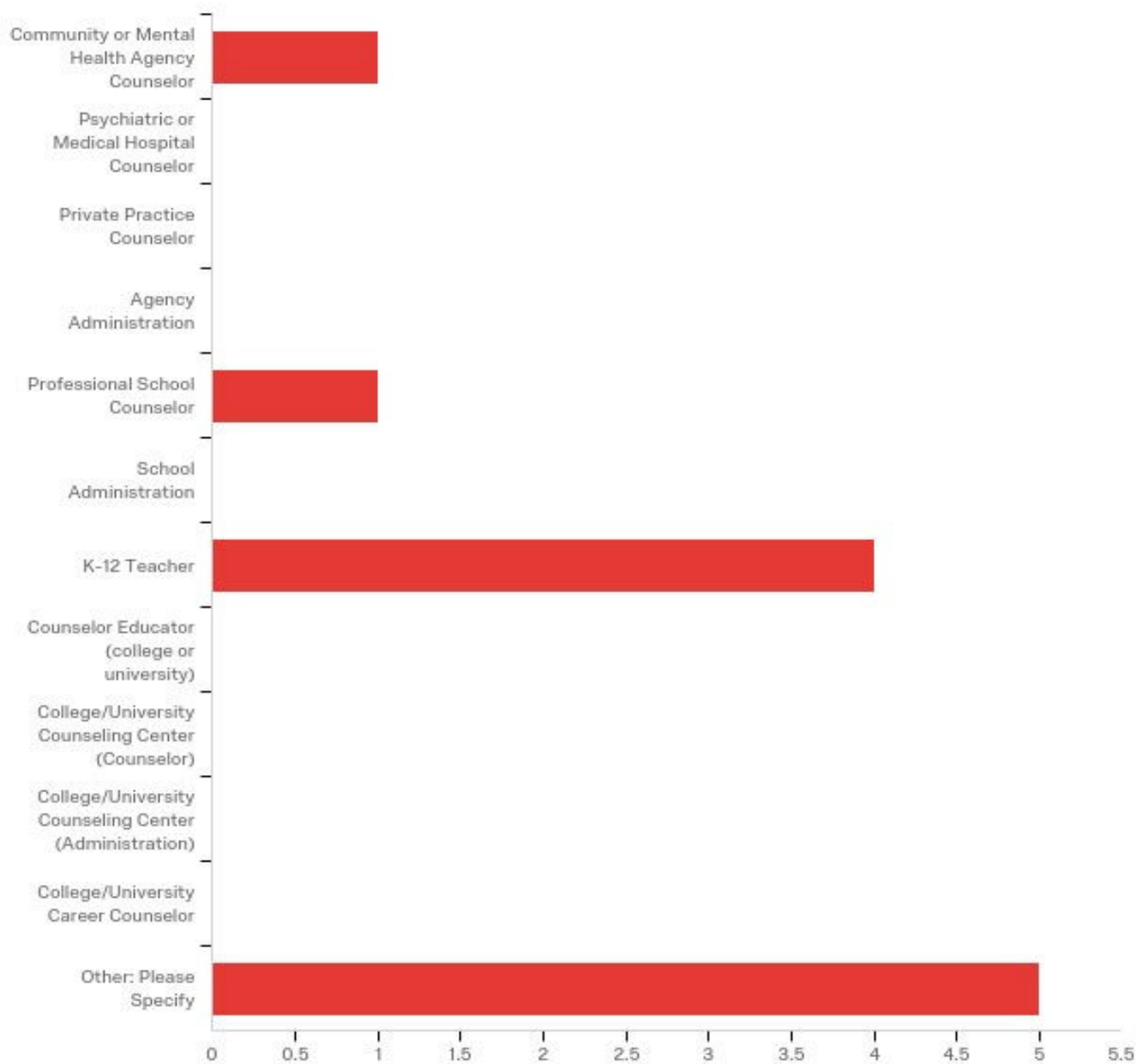


## Q9 - What is your employment status?



#	Answer	%	Count
1	Employed full time	75.00%	9
2	Employed part time	16.67%	2
3	Unemployed looking for work	8.33%	1
4	Unemployed not looking for work	0.00%	0
5	Retired	0.00%	0
6	Disabled	0.00%	0
	Total	100%	12

**Q10 - What is your current role and primary place of employment? If unemployed, retired, or disabled, select primary former role and place of employment.**



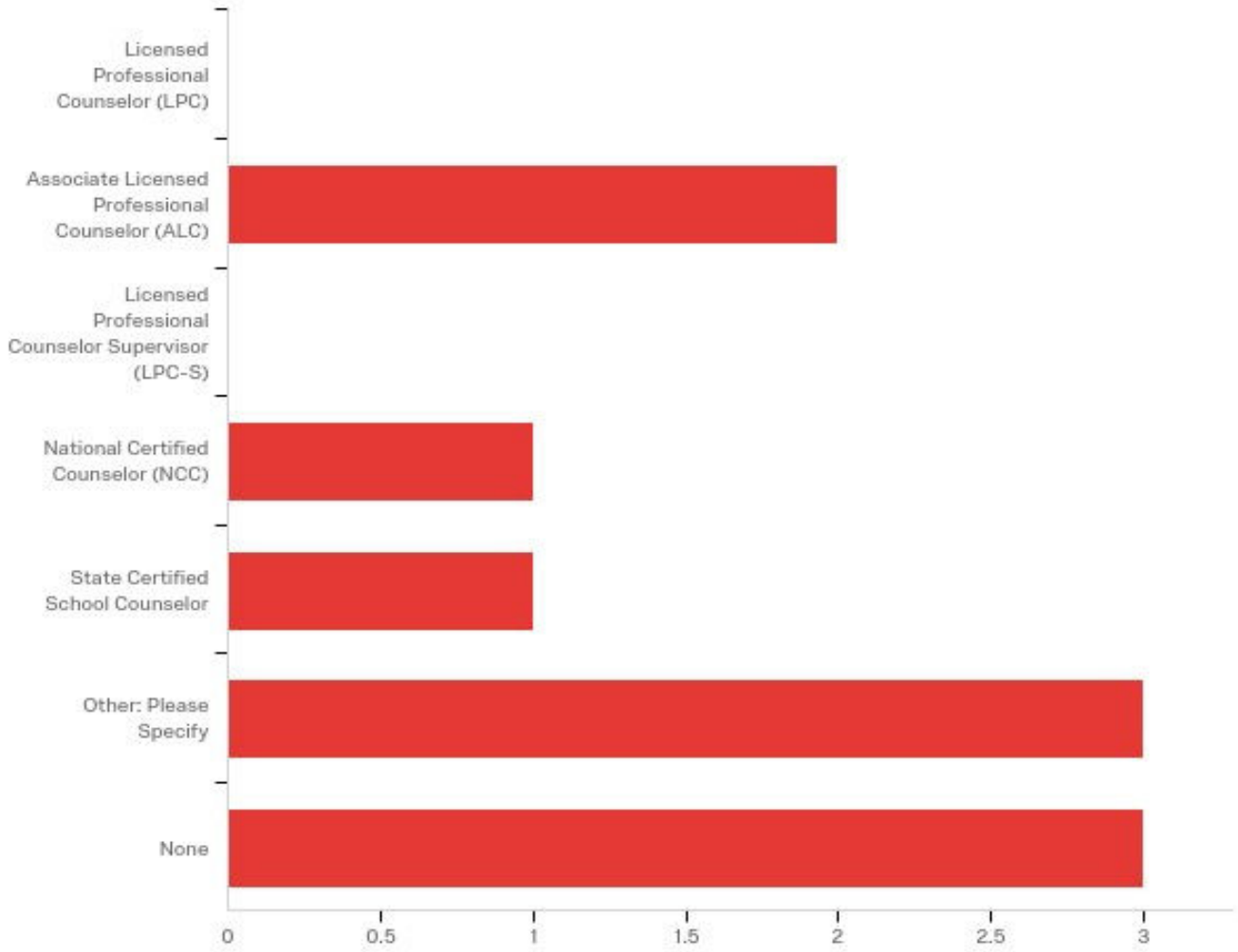
#	Answer	%	Count
1	Community or Mental Health Agency Counselor	9.09%	1
2	Psychiatric or Medical Hospital Counselor	0.00%	0
3	Private Practice Counselor	0.00%	0
4	Agency Administration	0.00%	0
5	Professional School Counselor	9.09%	1

6	School Administration	0.00%	0
7	K-12 Teacher	36.36%	4
8	Counselor Educator (college or university)	0.00%	0
9	College/University Counseling Center (Counselor)	0.00%	0
10	College/University Counseling Center (Administration)	0.00%	0
11	College/University Career Counselor	0.00%	0
12	Other: Please Specify	45.45%	5
	Total	100%	11

### Other: Please Specify

Other: Please Specify
State of Alabama DHR
State Government
Admin Assistant - hospital
College/University Administration
Retail

**Q11 - Select all Professional Licensure and/or Certifications you currently hold.**

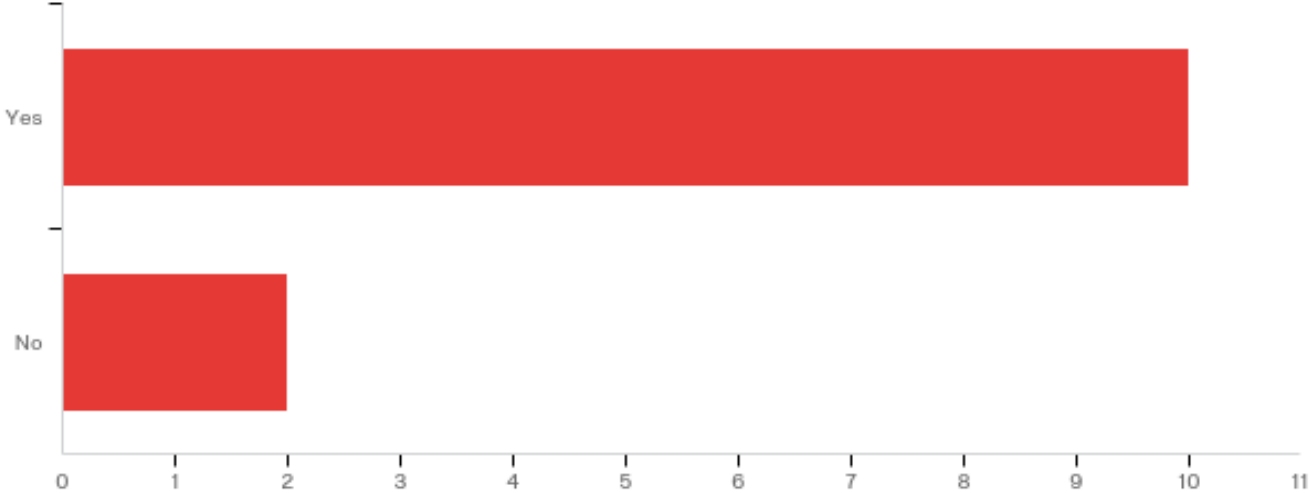


#	Answer	%	Count
1	Licensed Professional Counselor (LPC)	0.00%	0
2	Associate Licensed Professional Counselor (ALC)	22.22%	2
3	Licensed Professional Counselor Supervisor (LPC-S)	0.00%	0
4	National Certified Counselor (NCC)	11.11%	1
5	State Certified School Counselor	11.11%	1
6	Other: Please Specify	33.33%	3
7	None	33.33%	3
	Total	100%	9

Other: Please Specify

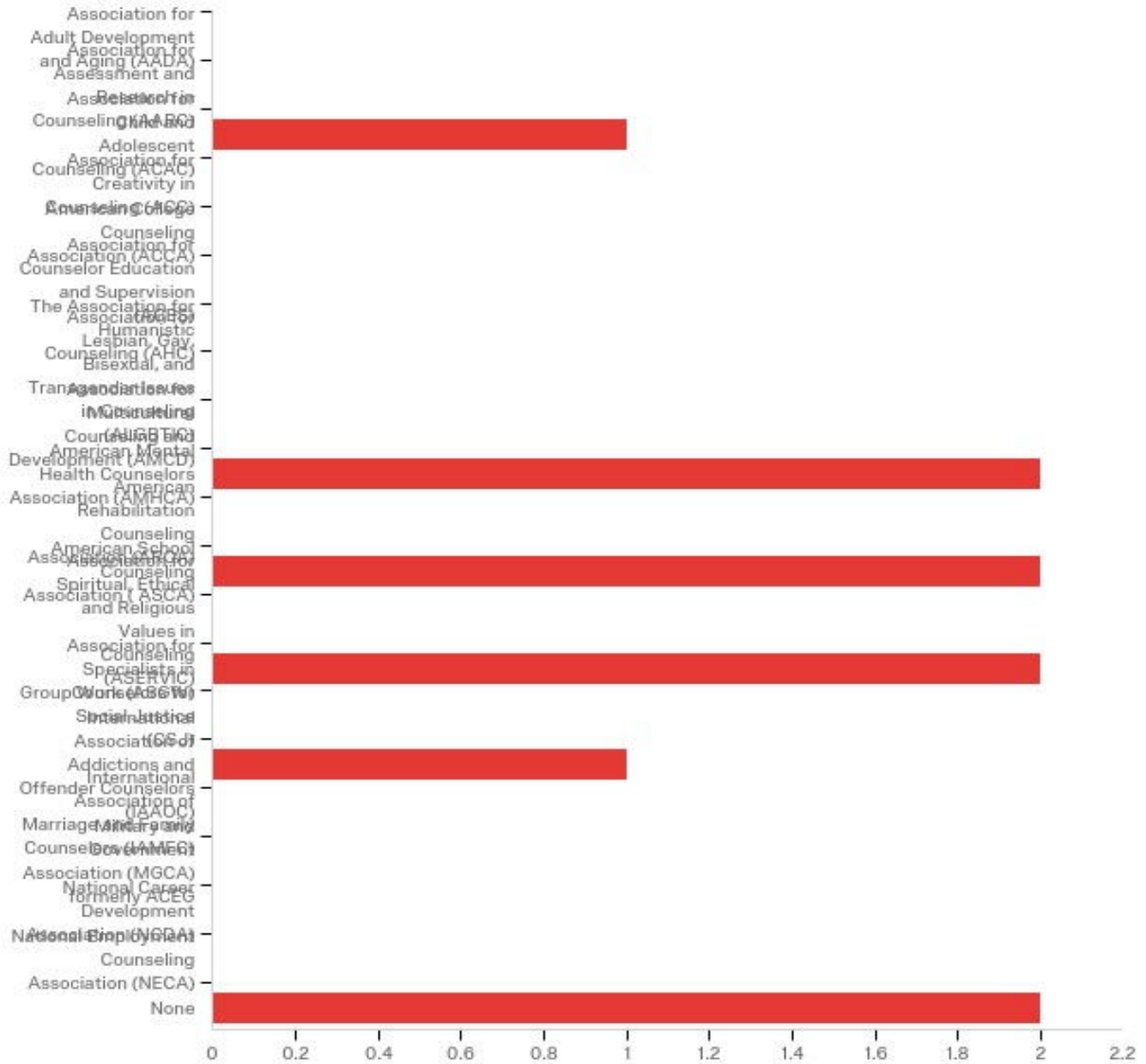
Other: Please Specify
Teacher
National Certified Teacher
Elementary Education

Q12 - Are you a member of the American Counseling Association (ACA)?



#	Answer	%	Count
1	Yes	83.33%	10
2	No	16.67%	2
	Total	100%	12

**Q13 - Indicate all division(s) of ACA in which you are a current member.**

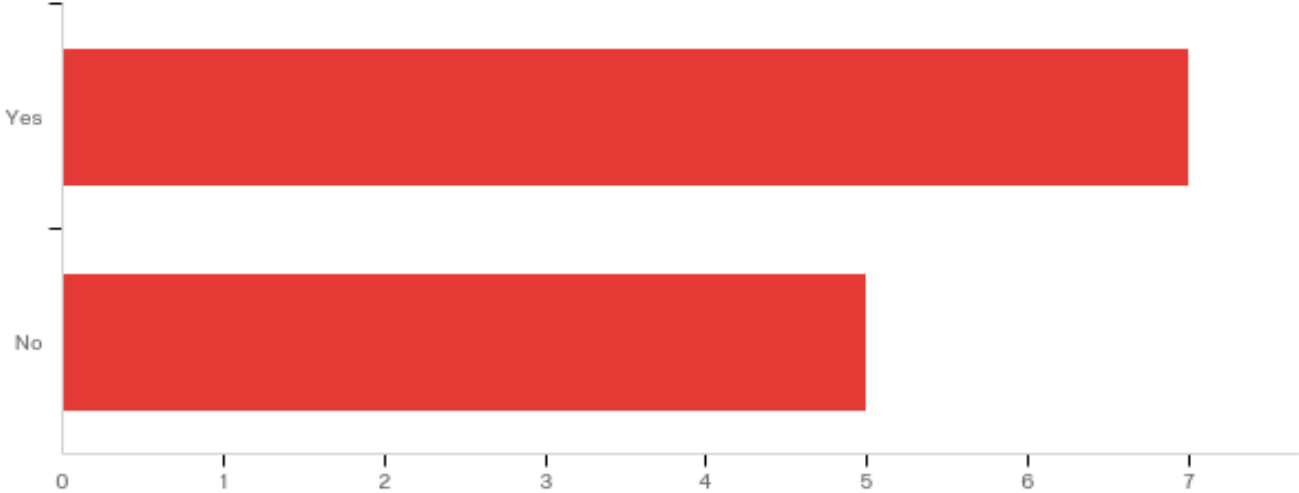


#	Answer	%	Count
1	Association for Adult Development and Aging (AADA)	0.00%	0
2	Association for Assessment and Research in Counseling (AARC)	0.00%	0
3	Association for Child and Adolescent Counseling (ACAC)	10.00%	1
4	Association for Creativity in Counseling (ACC)	0.00%	0
5	American College Counseling Association (ACCA)	0.00%	0
6	Association for Counselor Education and Supervision (ACES)	0.00%	0

7	The Association for Humanistic Counseling (AHC)	0.00%	0
8	Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)	0.00%	0
9	Association for Multicultural Counseling and Development (AMCD)	0.00%	0
10	American Mental Health Counselors Association (AMHCA)	20.00%	2
11	American Rehabilitation Counseling Association (ARCA)	0.00%	0
12	American School Counseling Association (ASCA)	20.00%	2
13	Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)	0.00%	0
14	Association for Specialists in Group Work (ASGW)	20.00%	2
15	Counselors for Social Justice (CSJ)	0.00%	0
16	International Association of Addictions and Offender Counselors (IAAOC)	10.00%	1
17	International Association of Marriage and Family Counselors (IAMFC)	0.00%	0
18	Military and Government Association (MGCA) formerly ACEG	0.00%	0
19	National Career Development Association (NCDA)	0.00%	0
20	National Employment Counseling Association (NECA)	0.00%	0
21	None	20.00%	2
	Total	100%	10

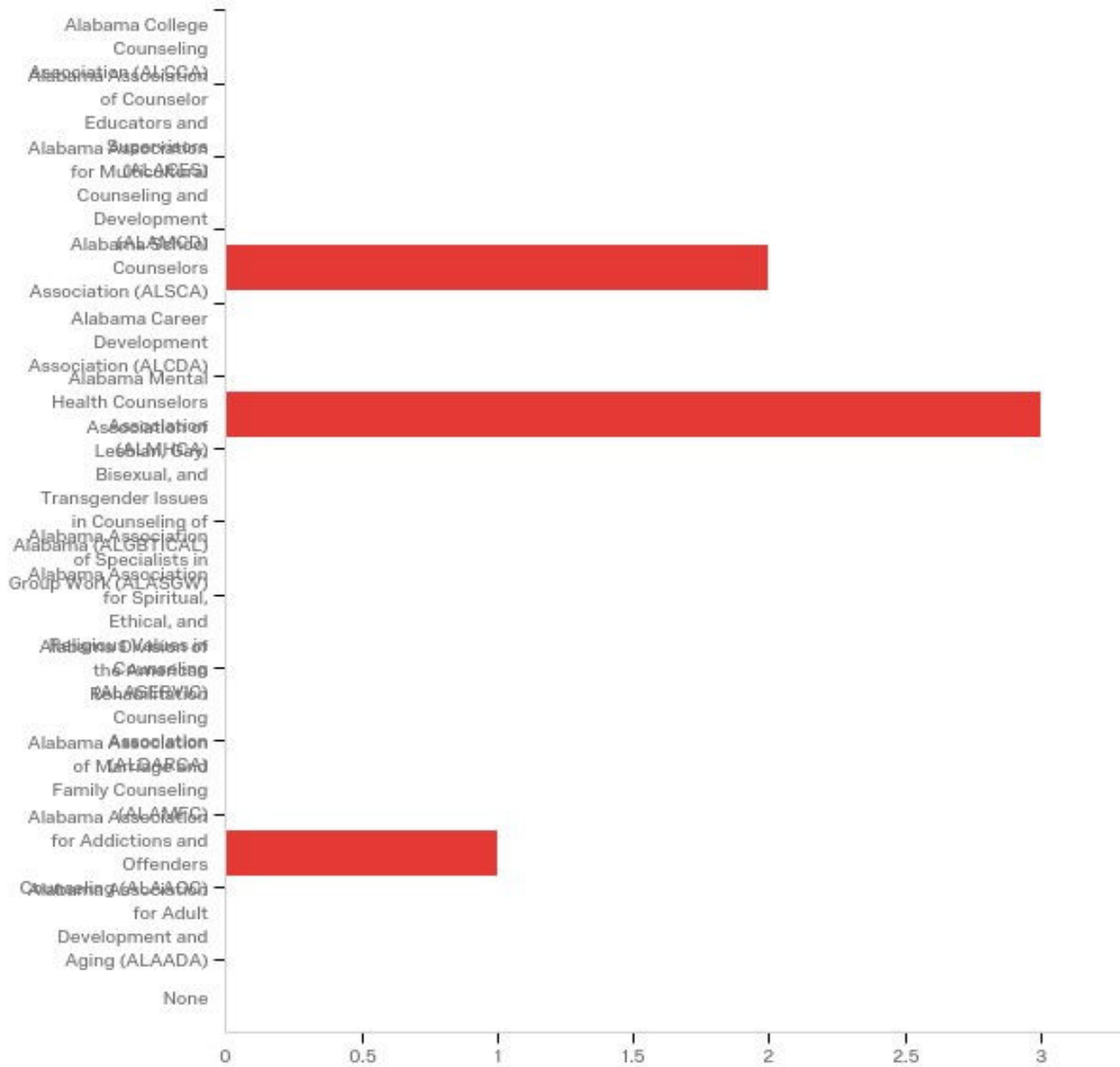


Q14 - Are you a member of the Alabama Counseling Association (ALCA)?



#	Answer	%	Count
1	Yes	58.33%	7
2	No	41.67%	5
	Total	100%	12

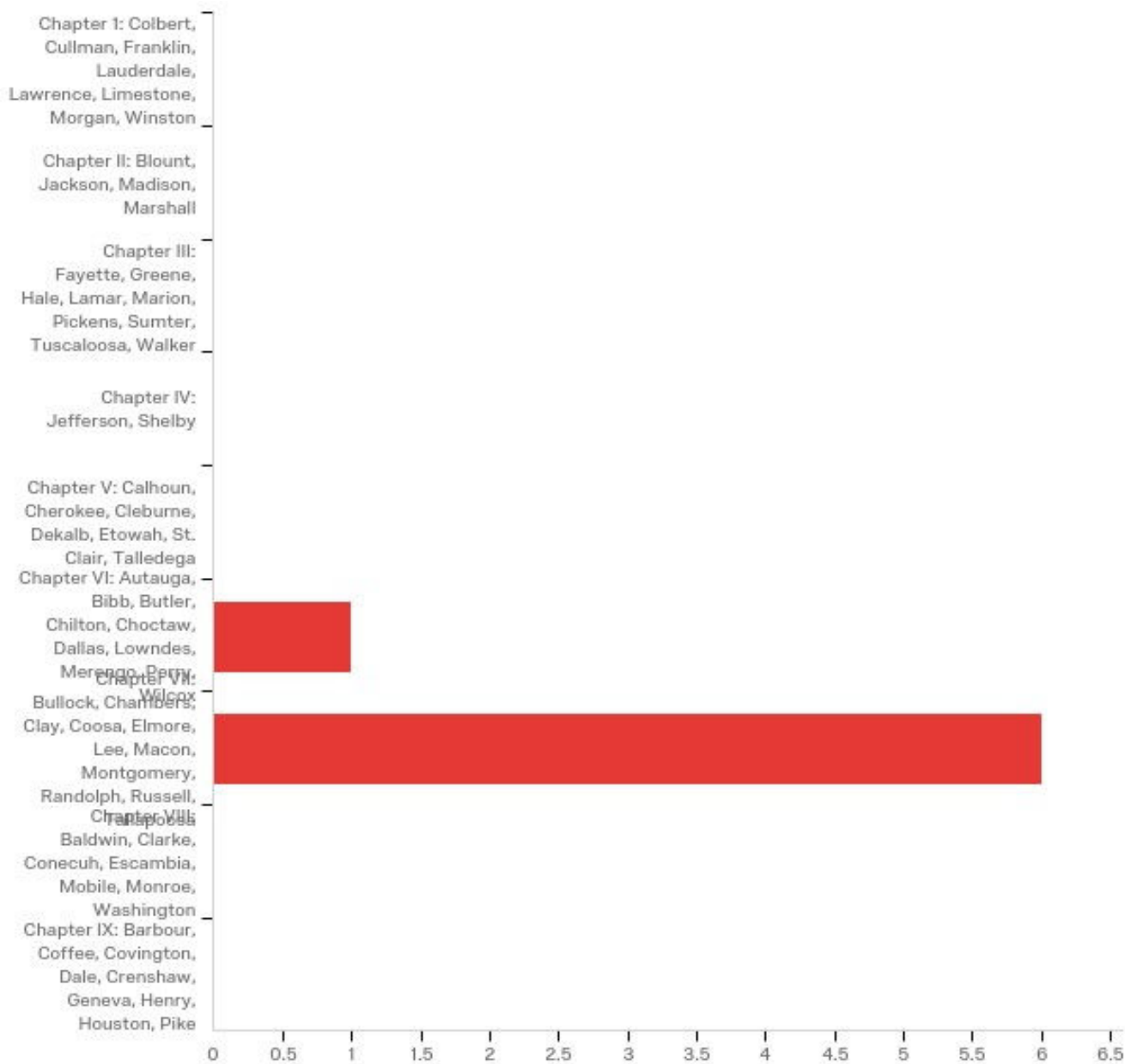
**Q15 - Indicate all division(s) of ALCA in which you are a current member.**



#	Answer	%	Count
1	Alabama College Counseling Association (ALCCA)	0.00%	0
2	Alabama Association of Counselor Educators and Supervisors (ALACES)	0.00%	0
3	Alabama Association for Multicultural Counseling and Development (ALAMCD)	0.00%	0
4	Alabama School Counselors Association (ALSCA)	33.33%	2
5	Alabama Career Development Association (ALCDA)	0.00%	0
6	Alabama Mental Health Counselors Association (ALMHCA)	50.00%	3

7	Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling of Alabama (ALGBTICAL)	0.00%	0
8	Alabama Association of Specialists in Group Work (ALASGW)	0.00%	0
9	Alabama Association for Spiritual, Ethical, and Religious Values in Counseling (ALASERVIC)	0.00%	0
10	Alabama Division of the American Rehabilitation Counseling Association (ALDARCA)	0.00%	0
11	Alabama Association of Marriage and Family Counseling (ALAMFC)	0.00%	0
12	Alabama Association for Addictions and Offenders Counseling (ALAAOC)	16.67%	1
13	Alabama Association for Adult Development and Aging (ALAADA)	0.00%	0
14	None	0.00%	0
	Total	100%	6

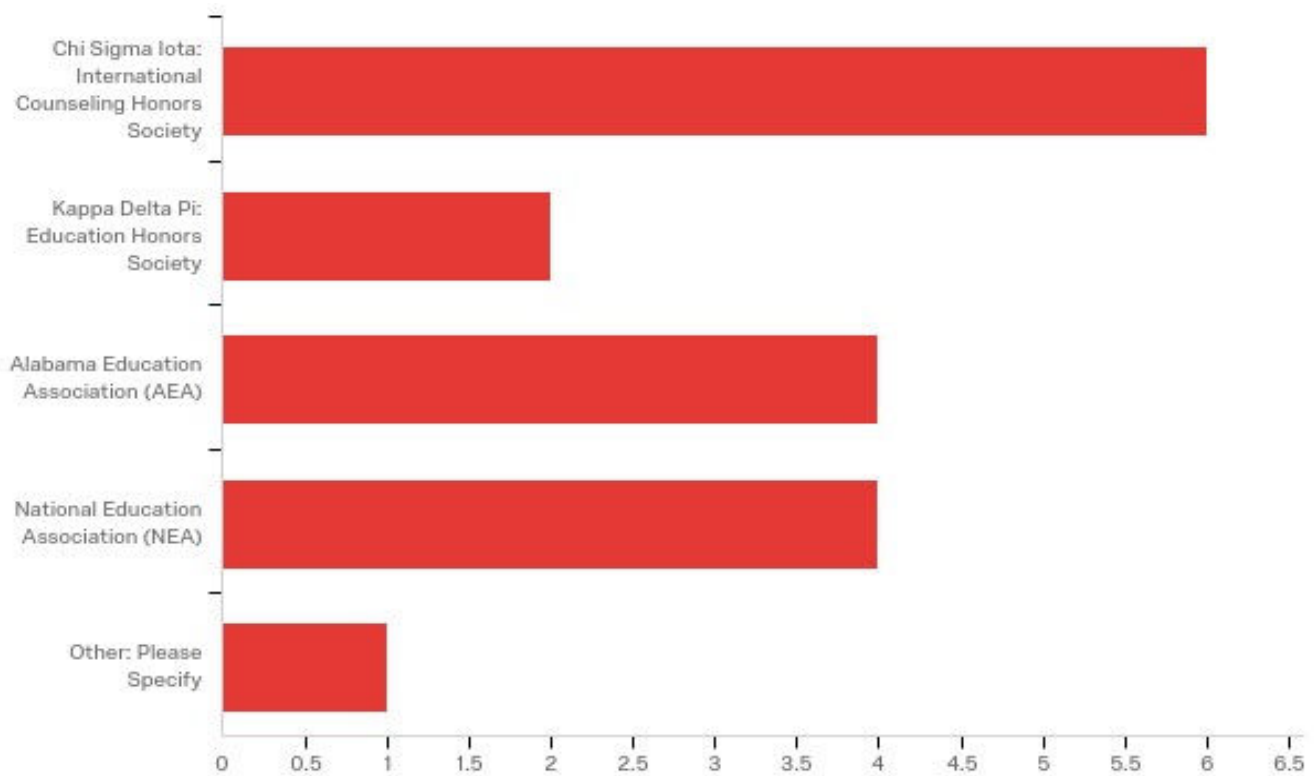
## Q16 - Which Chapter of the Alabama Counseling Association (ALCA) are you a current member?



#	Answer	%	Count
1	Chapter 1: Colbert, Cullman, Franklin, Lauderdale, Lawrence, Limestone, Morgan, Winston	0.00%	0
2	Chapter II: Blount, Jackson, Madison, Marshall	0.00%	0
3	Chapter III: Fayette, Greene, Hale, Lamar, Marion, Pickens, Sumter, Tuscaloosa, Walker	0.00%	0
4	Chapter IV: Jefferson, Shelby	0.00%	0
5	Chapter V: Calhoun, Cherokee, Cleburne, Dekalb, Etowah, St. Clair, Talledega	0.00%	0

6	Chapter VI: Autauga, Bibb, Butler, Chilton, Choctaw, Dallas, Lowndes, Merengo, Perry, Wilcox	14.29%	1
7	Chapter VII: Bullock, Chambers, Clay, Coosa, Elmore, Lee, Macon, Montgomery, Randolph, Russell, Tallapoosa	85.71%	6
8	Chapter VIII: Baldwin, Clarke, Conecuh, Escambia, Mobile, Monroe, Washington	0.00%	0
9	Chapter IX: Barbour, Coffee, Covington, Dale, Crenshaw, Geneva, Henry, Houston, Pike	0.00%	0
	Total	100%	7

**Q17 - Indicate all Honor Societies, Education Associations, and other Professional Associations in which you are a member.**



#	Answer	%	Count
1	Chi Sigma Iota: International Counseling Honors Society	85.71%	6
2	Kappa Delta Pi: Education Honors Society	28.57%	2
3	Alabama Education Association (AEA)	57.14%	4
4	National Education Association (NEA)	57.14%	4
5	Other: Please Specify	14.29%	1
	Total	100%	7

**Other: Please Specify**

Other: Please Specify

Phi Kappa PHI

**Q18 - Please list and describe Professional Leadership Activities you have engaged in.**

Please list and describe Professional Leadership Activities you have engage...

Student Recognition Committee

Former member of the board of directors and served as secretary for Junior Leadership Lake Martin

volunteering in the community

**Q19 - Please list and describe Professional Service Activities you have engaged in.**

Please list and describe Professional Service Activities you have engaged i...

Served on the board of directors as secretary for Junior Leadership Lake Martin, which is a leadership group for juniors in Tallapoosa County and Alexander City Schools.

volunteering in the community

NA















**Q21 - If you chose the AUM Counselor Education program due to Academic or Faculty reputation, how did you become aware of this?**

If you chose the AUM Counselor Education program due to Academic or Faculty...

N/A

brochures

school rank magazine

Previous enrollment.

Dr. Carolyn Thomas and Dr. Paul Hard are tremendous advocates of the program. Both are actively involved in ACA and ALCA initiatives and have impeccable reputations in the profession. I wanted to learn from the best.

I completed my undergraduate degree at AUM

research

**Q22 - If you came to the AUM Counselor Education program because of the personal recommendation of someone, describe the nature of this recommendation.**

If you came to the AUM Counselor Education program because of the personal...

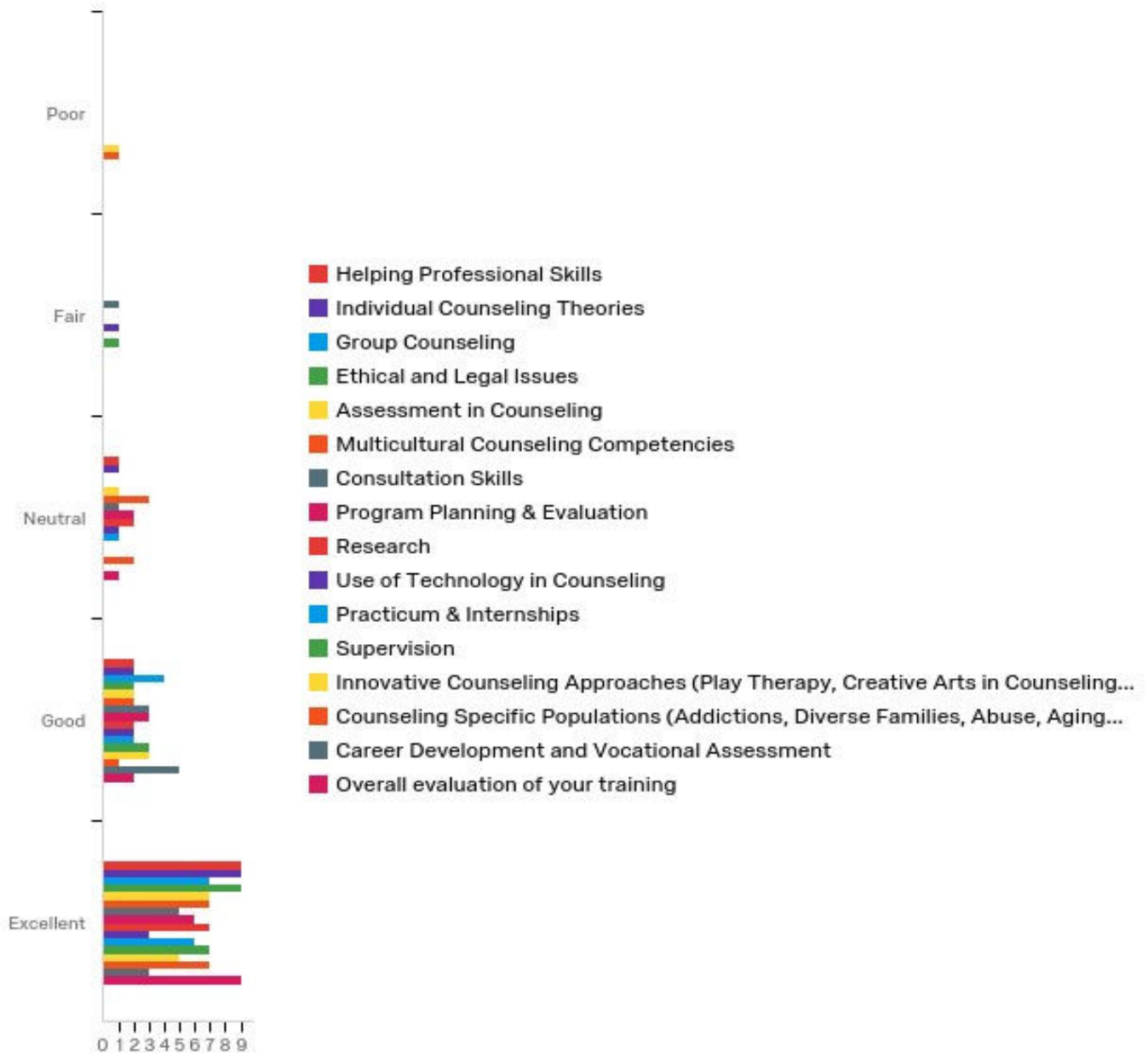
N/A

friend's advice based on her experience

NA



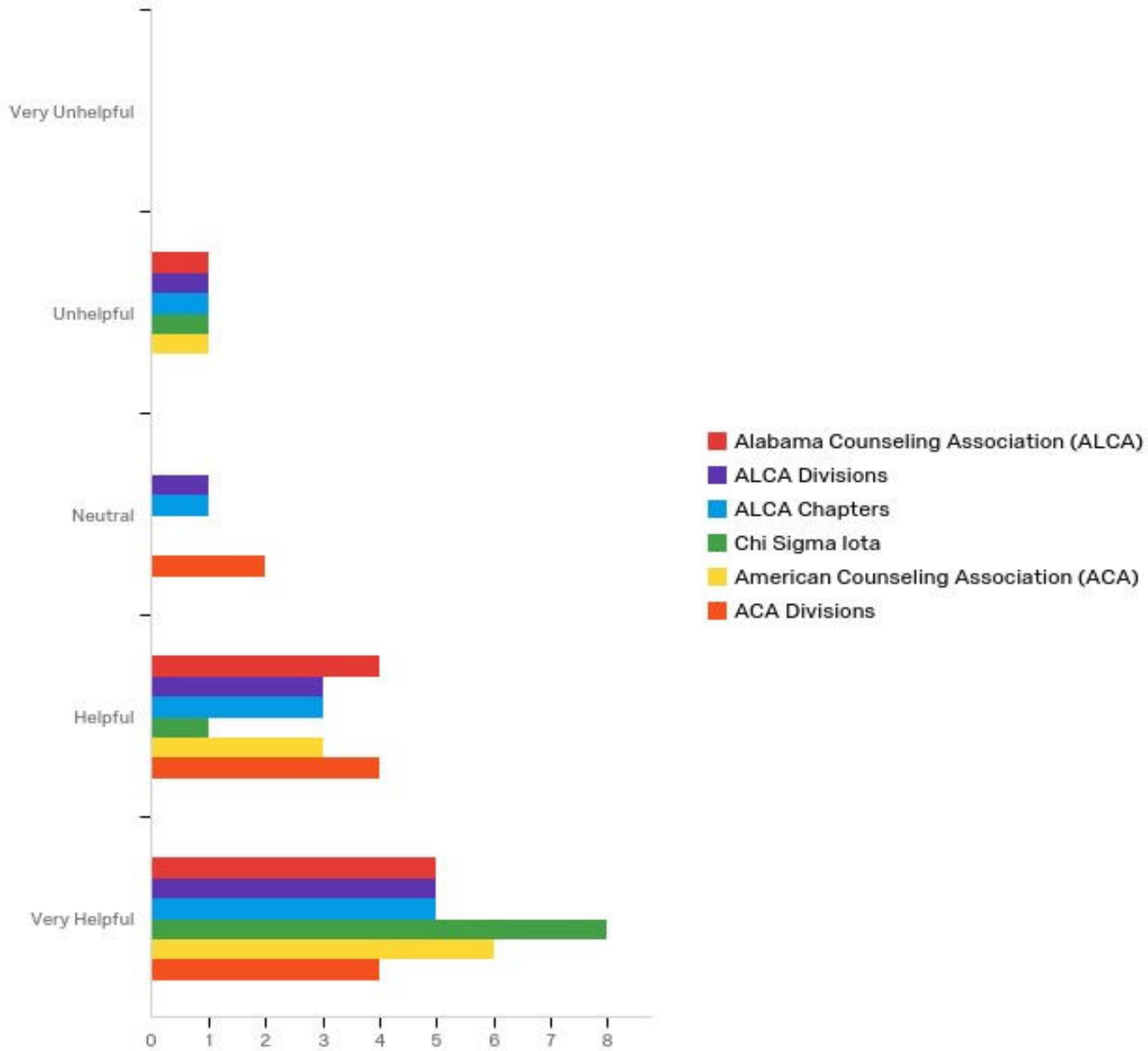
Q23 - Select the description for each area that best represents your evaluation of the graduate preparation you received or are receiving in the Counselor Education program at Auburn Montgomery. If you can not evaluate an area, indicate "N/A."



#	Question	Poor	Fair	Neutral	Good	Excellent	Total
1	Helping Professional Skills	0.00%	0	8.33%	16.67%	75.00%	12
2	Individual Counseling Theories	0.00%	0	8.33%	16.67%	75.00%	12
3	Group Counseling	0.00%	0	0.00%	36.36%	63.64%	11
4	Ethical and Legal Issues	0.00%	0	0.00%	18.18%	81.82%	11

5	Assessment in Counseling	0.00%	0	0.00%	0	10.00%	1	20.00%	2	70.00%	7	10
6	Multicultural Counseling Competencies	0.00%	0	0.00%	0	25.00%	3	16.67%	2	58.33%	7	12
7	Consultation Skills	0.00%	0	10.00%	1	10.00%	1	30.00%	3	50.00%	5	10
8	Program Planning & Evaluation	0.00%	0	0.00%	0	18.18%	2	27.27%	3	54.55%	6	11
9	Research	0.00%	0	0.00%	0	18.18%	2	18.18%	2	63.64%	7	11
10	Use of Technology in Counseling	0.00%	0	14.29%	1	14.29%	1	28.57%	2	42.86%	3	7
11	Practicum & Internships	0.00%	0	0.00%	0	11.11%	1	22.22%	2	66.67%	6	9
12	Supervision	0.00%	0	9.09%	1	0.00%	0	27.27%	3	63.64%	7	11
13	Innovative Counseling Approaches (Play Therapy, Creative Arts in Counseling, Family Counseling, etc.)	11.11 %	1	0.00%	0	0.00%	0	33.33%	3	55.56%	5	9
14	Counseling Specific Populations (Addictions, Diverse Families, Abuse, Aging, etc.)	9.09%	1	0.00%	0	18.18%	2	9.09%	1	63.64%	7	11
15	Career Development and Vocational Assessment	0.00%	0	0.00%	0	0.00%	0	62.50%	5	37.50%	3	8
16	Overall evaluation of your training	0.00%	0	0.00%	0	8.33%	1	16.67%	2	75.00%	9	12

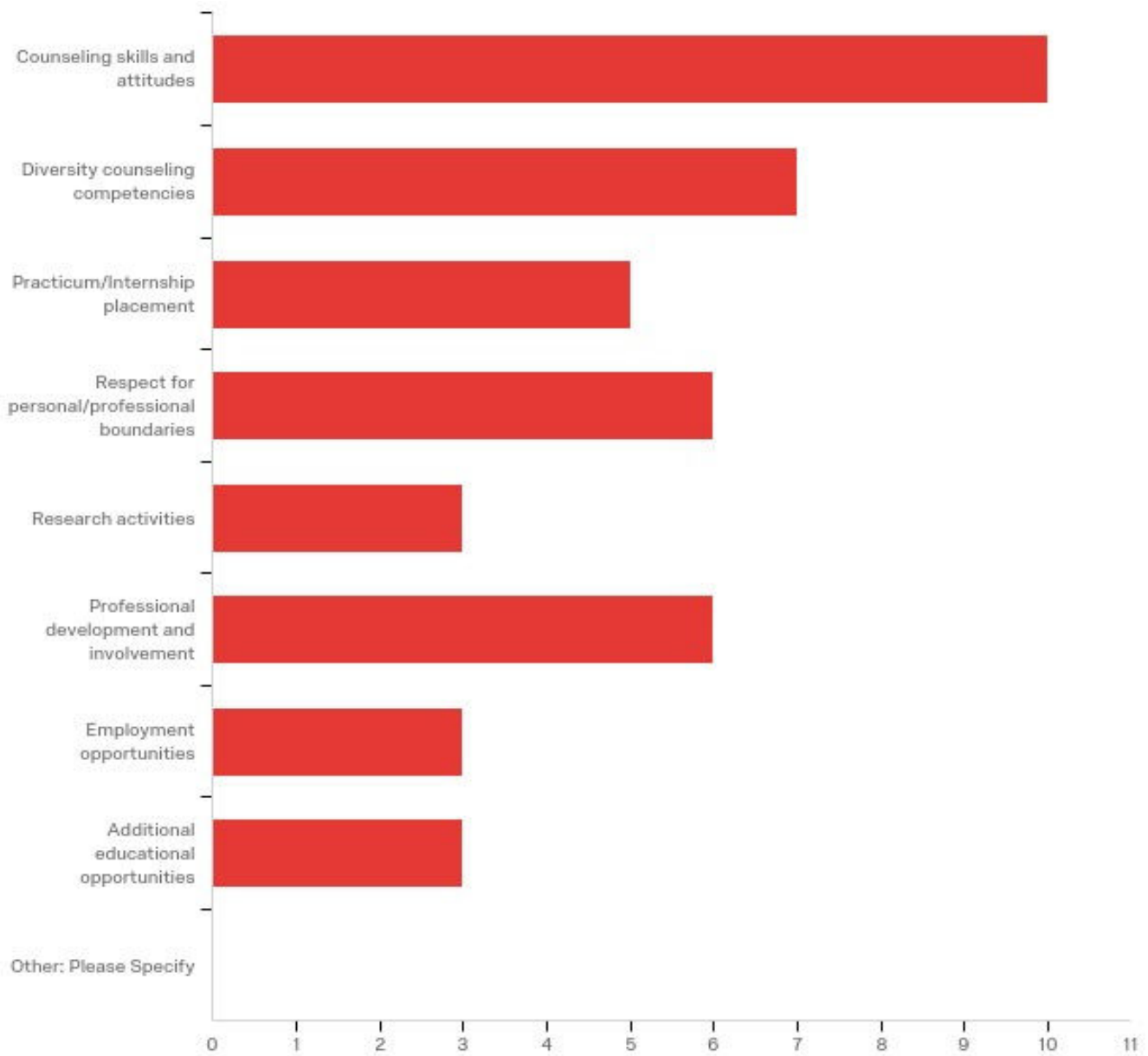
Q24 - Select the description for each area that best represents your evaluation of faculty helpfulness in becoming involved in professional counseling organizations (including membership, conferences, leadership, presentations, and/or publications.)



#	Question	Very Unhel pful	Unhelpful	Neutral	Helpful	Very Helpful	Total					
1	Alabama Counseling Association (ALCA)	0.00%	0	10.00%	1	0.00%	0	40.00%	4	50.00%	5	10
2	ALCA Divisions	0.00%	0	10.00%	1	10.00%	1	30.00%	3	50.00%	5	10
3	ALCA Chapters	0.00%	0	10.00%	1	10.00%	1	30.00%	3	50.00%	5	10

4	Chi Sigma Iota	0.00%	0	10.00%	1	0.00%	0	10.00%	1	80.00%	8	10
5	American Counseling Association (ACA)	0.00%	0	10.00%	1	0.00%	0	30.00%	3	60.00%	6	10
6	ACA Divisions	0.00%	0	0.00%	0	20.00%	2	40.00%	4	40.00%	4	10

**Q25 - Which of the following did faculty mentor, model, or provide helpful assistance?  
Select all that apply.**



#	Answer	%	Count
1	Counseling skills and attitudes	100.00%	10
2	Diversity counseling competencies	70.00%	7
3	Practicum/Internship placement	50.00%	5
4	Respect for personal/professional boundaries	60.00%	6
5	Research activities	30.00%	3

6	Professional development and involvement	60.00%	6
7	Employment opportunities	30.00%	3
8	Additional educational opportunities	30.00%	3
9	Other: Please Specify	0.00%	0
	Total	100%	10

Other: Please Specify

Other: Please Specify

## Q26 - Please share any suggestions to improve the graduate counseling program at AUM.

Please share any suggestions to improve the graduate counseling program at...

Wonderful experience thus far

Rearrange class order, better teachers, more students to connect with others, and some black professors

more hybrid classes and less strictly online course so there can be more teacher-student interaction

Offering classes at all semesters instead of once a year. Offering classes during the day instead of only at night.

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

A vertical list of input fields for contact information. The fields are: Name, Company, Address, City, State, Postal code, Country, Email, and Phone Number. Each field is represented by a short horizontal line with a vertical tick mark on the left side, indicating the input area.

#	Answer	%	Count
1	Name	0.00%	0
2	Company	0.00%	0
3	Address	0.00%	0
4	City	0.00%	0
5	State	0.00%	0
6	Postal code	0.00%	0
7	Country	0.00%	0
8	Email	0.00%	0
9	Phone Number	0.00%	0



	Total	100%	0
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Name

Name

Company

Company

Address

Address

City

City

State

State

Postal code

Postal code

Country

Country

Email

Email

Phone Number

Phone Number

# **Program Evaluation Activities**

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

**2017 Summary of Site Evaluations of AUM Counseling Program  
by Site Supervisors  
All Counseling Programs  
14 Total Respondents**

	1 Poor	2 Marginal	3 Good	4 Very Good	5 Excellent	No response
<b>Knowledge Base</b>				2	11	1
<b>Counseling Skills</b>				2	11	1
<b>Time Management</b>				3	11	
<b>Self-Care &amp; Wellness</b>				3	11	
<b>Ethics</b>					14	
<b>Documentation</b>				4	10	
<b>Professionalism</b>				1	12	1
<b>Effectiveness with Clients/Students</b>				1	13	

*Note the Academic year Fall 2016 through Spring 2017 was used.*

<b>AUM Program Services</b>	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Supervision orientation was provided to our site.	9	3	2
Assistance was available to the site if requested.	11	0	3
Consultation regarding students was provided.	12	0	2
Professional development was offered to the site.	7	5	2

**Comments** (*redacted for privacy. Individual comments are separated by a semicolon*): AUM's program in my opinion is exemplary. It is just what we need in this ever-changing profession. The program is right on target with the goals of ASCA. Kudos to AUM; We love working with AUM!; I look forward to continuing work with AUM; I look forward to working with AUM and AUM counseling students in the near future; As mentioned previously following the site supervisor visit with Dr Hemmings where expectations were explained, [student] excelled in all areas of the internship experience; Great job from students we've had from AUM; She continues to work diligently to get a good understanding of the counseling components in school. Great Students!; I am not aware of any of the other's above [aside from consultation]. I had one phone conversation with a supervisor and received some information by mail before the internship started. This has been a wonderful experience for me, and I hope [student] learned a lot.

# **Program Evaluation Activities**

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

Data in Process  
Fall Semester to  
be added

**FACULTY REVIEW OF STUDENT PERFORMANCE**  
**Area of Counselor Education**  
**Summary**  
**Date: Spring 2017**

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	13+5= 18		2	
b. Class Participation	13+5= 18	2		
c. Quality of Work	13+5= 18	2		
d. Attendance	13+5= 18	1	1	
e. Punctuality	13+5= 18		2	
f.				
<b>II. Clinical Skills</b>				
a. Basic Attending Skills	6+4= 10	1+1= 2		6+2= 8
b. Intentionality	6+5= 11	1		6+2= 8
c. Case Conceptualization	6+5= 11	1		6+2= 8
d. Treatment Outcomes	6+5= 11	1		6+2= 8
e. Accountability/Record Keeping	6+5= 11	1		6+2= 8
f. Use of appropriate Counseling Techniques	6+5= 11	1		6+2= 8
g.				
<b>III. Ethical and Professional Behavior</b>				
a. Ethical Conduct	13+7= 20			
b. Professional Conduct	13+7= 20			
c. Respect for Diversity	13+7= 20			
d. Communication Skills	13+7= 20			
e. Professional Identity	12+4= 16	1+3= 4		
<b>IV. Personal Characteristics</b>				
a. Stability	13+6= 19	1		
b. Maturity	12+6= 18	1+1= 2		
c. Cooperativeness	13+6= 19	1		
d. Motivation	13+7= 20			
e. Peer Relationships	13+6= 19	1		
f. Reaction to Feedback	13+6= 19	1		
g. Compartment	13+6= 19	1		
h. Appropriate Dress	13+7= 20			
i. Attitude	13+6= 19	1		
j.				

Recommendation to continue in program: 1 student will be monitored due to personal matters impacting their school work.

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

# **Program Evaluation Activities**

## **4. Livetext Evaluation**

Data in Process  
to be added Fall  
2017

## **Program Evaluation Activities**

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

Data in Process  
Due Fall 2017

# **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.*



## 2017 Counselor Preparation Comprehensive Examination (CPCE) Aggregation

*To date*

	C1	C2	C3	C4	C5	C6	C7	C8	Total Score
National Mean	10.39	9.88	11.40	11.77	10.34	9.97	10.55	11.37	85.67
3-3-2017 A	11	11	13	16	12	15	9	15	102
3-3-2017 B	11	10	15	12	14	11	13	14	100
National Mean									
National Mean									
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 low score.