

Comprehensive Program Evaluation Counselor Education Auburn University at Montgomery Spring 2015

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 2016
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 2015. This year there were 22 respondents.</p> <p>Results in brief (see full results for details): <u>The “Most Important Reason” AUM was selected</u> for their degree (82.35%) was “CACREP accreditation”. The 2nd most was “Convenient Class Schedule” (75%).</p> <p><u>The 3 highest rated “Training Areas”</u> were: (1) “Group Counseling” (61.9%); (2) “Helping Relationship Skills”, “Individual Counseling Theories”, & “Ethical & Legal Issues” (all 57.14%), and (3) “Multicultural Competencies” “and Supervision” (both 52.38%).</p> <p><u>Lowest Rated “Training Areas”</u>: Despite some outliers, all areas were ranked in the “Good to Excellent” range. The lowest ranked area was in the “Use of Technology in Counseling” with had the lowest weighted average of 3.13% in a range of 3.13 – to 3.75%.</p> <p>The Students rated the faculty as <u>most helpful in encouraging membership</u> in ALCA (61.11%) and CSI (50%). Faculty were rated lowest in encouraging membership in ACA divisions with 16.67% finding them helpful in this area.</p> <p>The Students rated the faculty as <u>most helpful in mentoring</u> “Counseling Skills and Attitudes” (88.24%) with “Diversity counseling competencies” being second (64.71% each). The lowest rated was “Employment Opportunities” and “Practicum Placement” with 23.53% finding the faculty helpful in these areas.</p> <p>Comments on the survey were varied. Two students emphasized the need for better recruiting and PR for the program. Three students suggested more information on Practicum Placement and preparation.</p>		<p>Dissemination: Placed on the Program Web page at http://www.education.aum.edu/docs/default-source/counseling-program-page/cacrep-survey-2015-all-data.pdf?sfvrsn=2 Stakeholders were notified of the survey’s availability via email (see attached copy).</p> <p>Outcomes: (1) More effort will be place in reviewing distance counseling issues in our Ethics class to address the lowest rated “Training Areas”. (2) Although encouragement in the areas of ACA divisions is low, the overall scores are up. (3) Faculty will communicate with site supervisors to determine how to better assist in placements.</p>	

Program Evaluation Activities	Description	Last Performed	Next Scheduled
2. Site Evaluation of the AUM Counseling Program	Feedback from personnel in cooperating agencies is requested each semester at the end of practicum and internships.	Fall 2014	Summer 2015
Level: Systematic program evaluation & Individual Student		Related to Program Objectives: 2 - 6, 9, & 10	
Results & Outcomes: Responses were in the “Very Good” to “Excellent” range with one “Good”. Two out of eleven sites indicated that no orientation or professional development was provided to the site, and one indicated no consultation regarding the student. (1) The Clinical coordinator will follow up on this incident. (2) The nature of consultation may not have been fully understood in the one case. Faculty will examine ways to get the word out more effectively on our orientation and professional development opportunities.		Dissemination: Placed on the Program Web page at http://www.education.aum.edu/docs/default-source/counseling-program-page/cacrep-survey-2015-all-data.pdf?sfvrsn=2 Stakeholders were notified of the survey’s availability via email (in folder “Counselor Education Survey” items #3 & 4).	
Program Evaluation Activities	Description	Last Performed	Next Scheduled
Level: Individual Student		Related to Program Objectives: 2, 3, 6 – 8, & 10	
3. Faculty Review of Student Performance	Students’ academic skills, clinical skills, ethical and professional behavior and personal characteristics are assessed by all counseling faculty.	End of Spring Semester 2015	End of Fall Semester 2015
Outcomes: All 23 Students currently enrolled were found to be performing competently in the four domains and were recommended for continuance in the program. The only areas of particular concern were two students who had issues completing assignments and one who is struggling with ESL issues(see “Faculty Review of Student Performance Summary Spring 2014”). Had any students evidenced areas of concern, a member of faculty would contact them personally to address informally or remediate, depending upon faculty recommendation.		Dissemination: All counseling faculty participated in the evaluation of enrolled students on 4-14-2014. No personal contact from faculty to a student was needed following this evaluation.	
Program Evaluation Activities	Description	Last Performed	Next Scheduled
4. LiveText Evaluation	Each student is evaluated at the end of each class on the CACREP outcomes and dispositions on the LiveText system developed for that class. An annual aggregation of this data is reviewed for program improvement.	End of each Semester	End of each Semester
Level: Systematic program evaluation & Individual Student		Related to Program Objectives: 2 - 4, 6 – 7, & 10	
Results: Student work is evaluated on CACREP outcomes for each class on a 4-point scale comprised of the following: (1) Unsatisfactory, (2) Basic, (3) Competent, and (4) Exceptional. The professor uses these outcomes to guide the individual student. The annual aggregate of all these evaluations is used for program improvement.		Dissemination: The students submits their work to the LiveText system for evaluation. The results of their evaluation are available to them on-line through LiveText following instructor evaluation. The aggregate of the scores was made available through the LiveText system and were reviewed in faculty meetings by the Department Head and faculty for any program improvement. This semester the scores appear to be outliers.	
Outcomes: The majority of students scored in the Competent to Exceptional range, a total of 2 students were evaluated in the Unsatisfactory range for Standard 5 (CACREP II.K.5.c. - class ECED 6290 – 1 student) and Standard 8 (CACREP II.K.7. – class ECED 6330 – 1 student). The students were provided guidance by their professors.			

Program Evaluation Activities	Description	Last Performed	Next Scheduled
5. Program Graduate Employers Evaluation of the AUM Counseling Program	Feedback from Program Graduate Employers in cooperating agencies is requested each Spring semester.	End of Spring Semester	Program evaluation as reflected in the Individual Graduate
			Program Obj: 2 - 7, & 10
Collection & Assessment: Program graduate supervisors were asked to complete the “Program Graduate Employers Evaluation of the AUM Counseling Program.” Five employers of AUM graduates responded during this period.			
Results/Outcomes: All responses were within the “Very Good” to “Excellent” range. Comments were highly positive see the attached for details.			
Dissemination: The annual cumulative results of this survey were included anonymously with other data sources placed on the Program Web page at http://www.education.aum.edu/academic-programs/graduate-programs/counselor-education Students and other stakeholders were notified of the survey’s availability via email.			
Program Evaluation Activities	Description	Last Performed	Next Scheduled
6. Course Evaluation Form (CEF) & Course Evaluation Report (CER) AKA “Curtiss Critique”	Students, evaluate counseling non-tenured faculty and all on-line instructors each semester using this form. Tenured faculty providing traditional lecture are evaluated one semester per year.	End of each Semester	End of each Semester
Level: Program evaluation as reflected in the Individual graduate		Related to Program Objectives: 2 - 7, & 10	
Outcomes: 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).”		Dissemination: The CER is distributed following semester to the individual faculty member and their program director by intercampus mail. The identity of the students are protected. The faculty and department head discuss any concerns for course improvement from the report and it remains confidential between them.	
Program Evaluation Activities	Description	Last Performed	Next Scheduled
7. Faculty Performance Percentages and Goals form (AKA SOE Tenure Track Faculty Annual Report/Self-Evaluation)	Each January, faculty members are given the Faculty Performance Percentages and Goals form where they commit to certain percentages of effort in teaching, research and service. The faculty member sets individual goals under the teaching, research and service areas.	January 2015	January 2016
Level: Systematic program evaluation & Individual Instructor		Related to Program Objectives: 2 & 10	
Outcomes: Faculty Performance Percentages and Goals are individually arrived at goals between each faculty member and the Department Head. See the sample documents in “6 Faculty Percentages and Goals.”		Dissemination: Privately discussed between the faculty member and the Department Head. A copy is placed in the faculty personnel folder.	

Program Evaluation Activities	Description	Last Performed	Next Scheduled
8. Faculty Performance Evaluation	The CLSE Department Head completes the Faculty Performance Evaluation instrument which is based on the accomplishment of the time commitments and goals jointly determined by the faculty member and the department head at the beginning of the year (see Faculty Performance Percentages and Goals form). These goals include categories in teaching, research and professional development, and service.	January 2015	January 2016
Level: Systematic program evaluation & Individual Instructor		Related to Program Objectives: 2 & 10	
Outcomes: Faculty goals in the areas of teaching, research and professional development, and service are individualized between each faculty member and the Department Head. See the sample documents in “7 Faculty Performance Evaluation”.		Dissemination: Privately discussed between the faculty member and the Department Head. The written evaluation is given to the faculty member, discussed at an individual meeting, and the faculty member receives a signed copy of the performance evaluation. A copy is placed in the faculty personnel folder.	
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
9. Individual Course Evaluation Activities	These are the various activities directed at evaluation of the student in individual courses at the instructors’ discretion.	As needed throughout the semester	Individual Student Program Obj: 2 – 8, & 10
Means of Collection & Assessment: 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).			
Measures & Formats: see above			
Analysis and Utilization: The individual instructor will tailor all such evaluations to the content of the course and type of instruction.			
Remediation: Depending upon severity individual remediation may be undertaken by the instructor.			
Dissemination: The results of all such evaluations are private between the instructor and student.			
Evaluation Activity	Description	Scheduled	Level & Related to Program Objectives
10. Counselor Preparation Comprehensive Examination (CPCE)	This comprehensive exam evaluates the student’s knowledge of the eight CACREP core areas.	At the end of the individual student’s program of study	Individual Student & Program
Level: Individual Student & Program		Related to Program Objectives: 2, 3, & 6 – 8	
Means of Collection & Assessment: 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.			

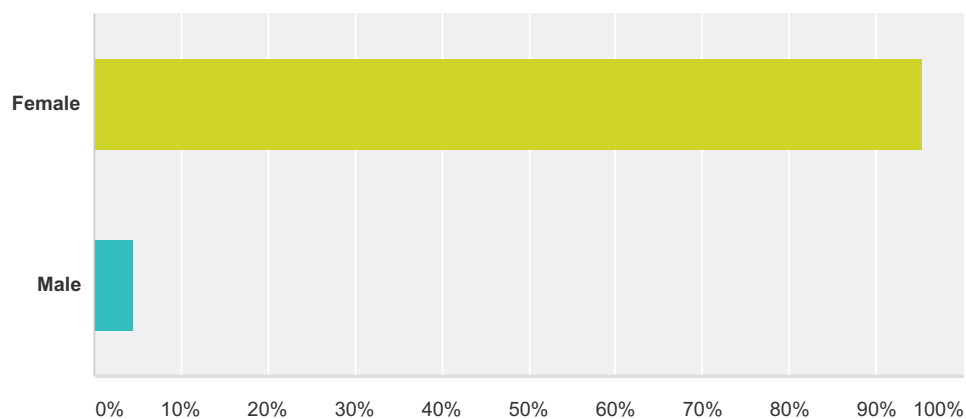
Program Evaluation Activities	Description	Last Performed	Next Scheduled
	Measures & Formats: The CPCE is a 160 question multiple choice online exam administered by the National Board for Certified Counselors (NBCC).		
	Analysis and Utilization: The program aggregates the scores to determine areas for program improvement within the 8 CACREP core areas.		
	Remediation: 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 improvement and focus.		
	Dissemination: 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 (see attached).		

Program Evaluation Activities

1. Counselor Education Survey

Q1 Are you male or female?

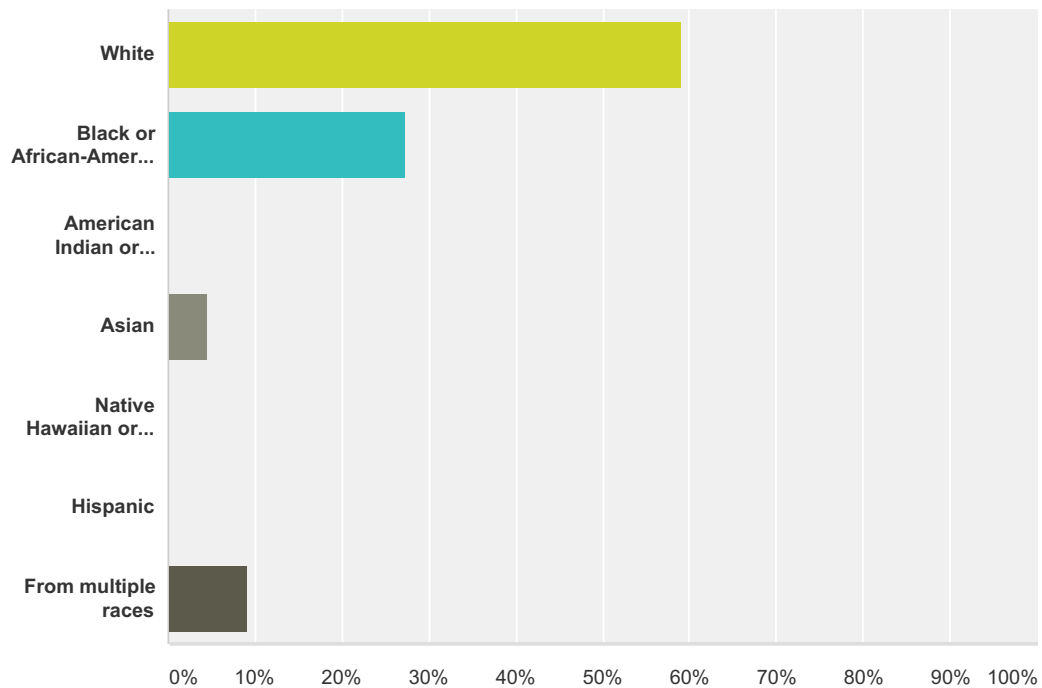
Answered: 22 Skipped: 0



Answer Choices	Responses
Female	95.45% 21
Male	4.55% 1
Total	22

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: 22 Skipped: 0

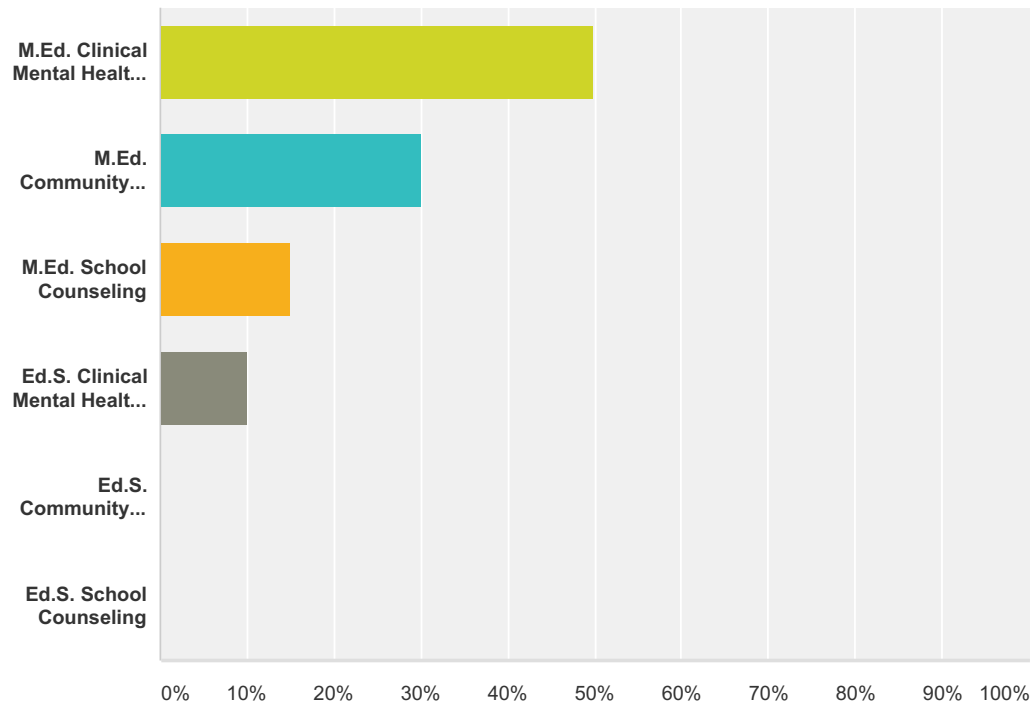


Answer Choices	Responses
White	59.09% 13
Black or African-American	27.27% 6
American Indian or Alaskan Native	0.00% 0
Asian	4.55% 1
Native Hawaiian or other Pacific Islander	0.00% 0
Hispanic	0.00% 0
From multiple races	9.09% 2
Total Respondents: 22	

#	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)

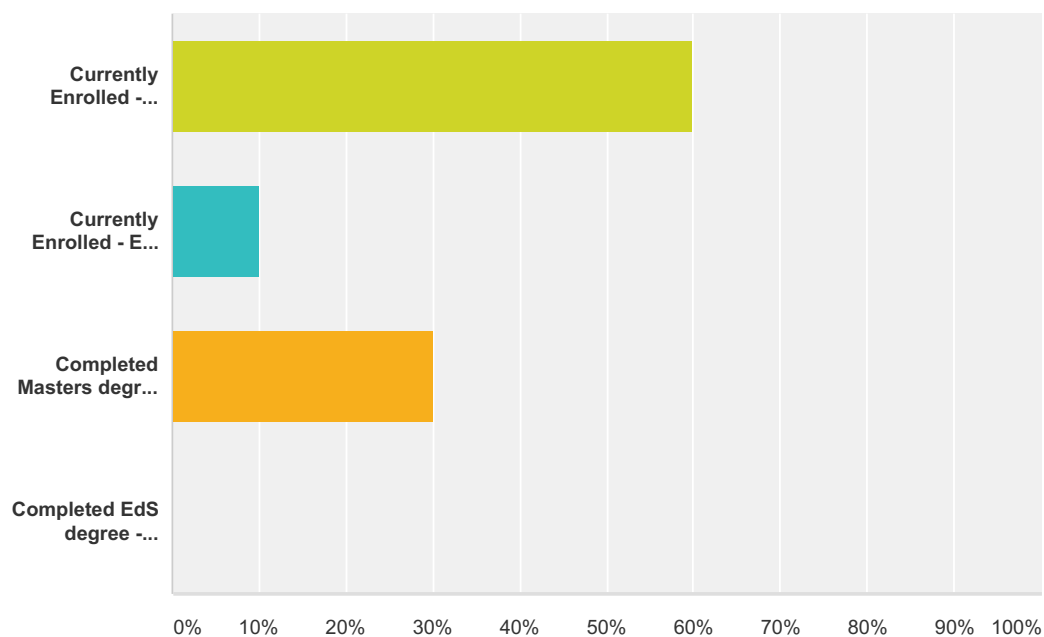
Answered: 20 Skipped: 2



Answer Choices	Responses	
M.Ed. Clinical Mental Health Counseling	50.00%	10
M.Ed. Community Counseling	30.00%	6
M.Ed. School Counseling	15.00%	3
Ed.S. Clinical Mental Health Counseling	10.00%	2
Ed.S. Community Counseling	0.00%	0
Ed.S. School Counseling	0.00%	0
Total Respondents: 20		

Q4 Program Status (check all that apply)

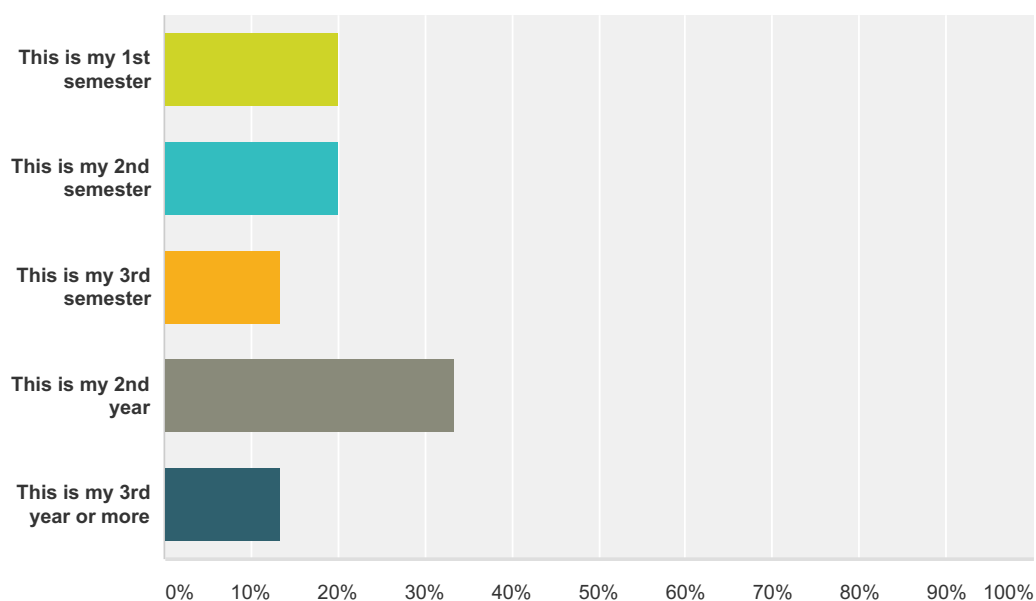
Answered: 20 Skipped: 2



Answer Choices	Responses	
Currently Enrolled - Master's Degree	60.00%	12
Currently Enrolled - EdS Degree	10.00%	2
Completed Masters degree - Graduated from AUM	30.00%	6
Completed EdS degree - Graduated from AUM	0.00%	0
Total Respondents: 20		

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

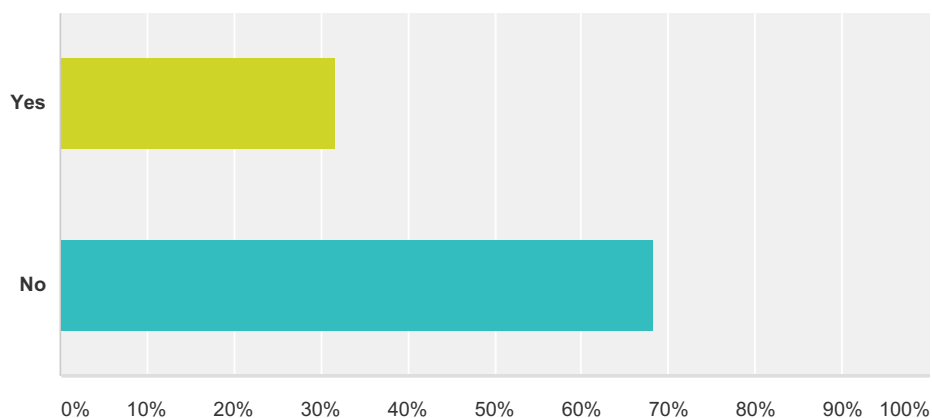
Answered: 15 Skipped: 7



Answer Choices	Responses
This is my 1st semester	20.00% 3
This is my 2nd semester	20.00% 3
This is my 3rd semester	13.33% 2
This is my 2nd year	33.33% 5
This is my 3rd year or more	13.33% 2
Total	15

Q6 Did you receive your Undergraduate degree from Auburn Montgomery?

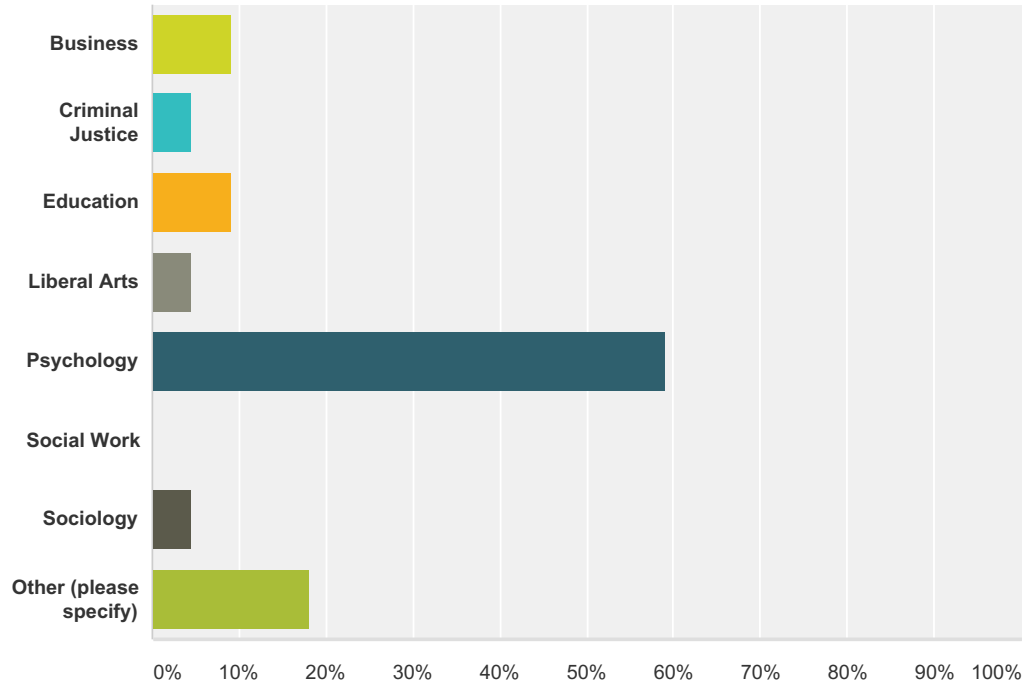
Answered: 22 Skipped: 0



Answer Choices	Responses	
Yes	31.82%	7
No	68.18%	15
Total		22

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

Answered: 22 Skipped: 0

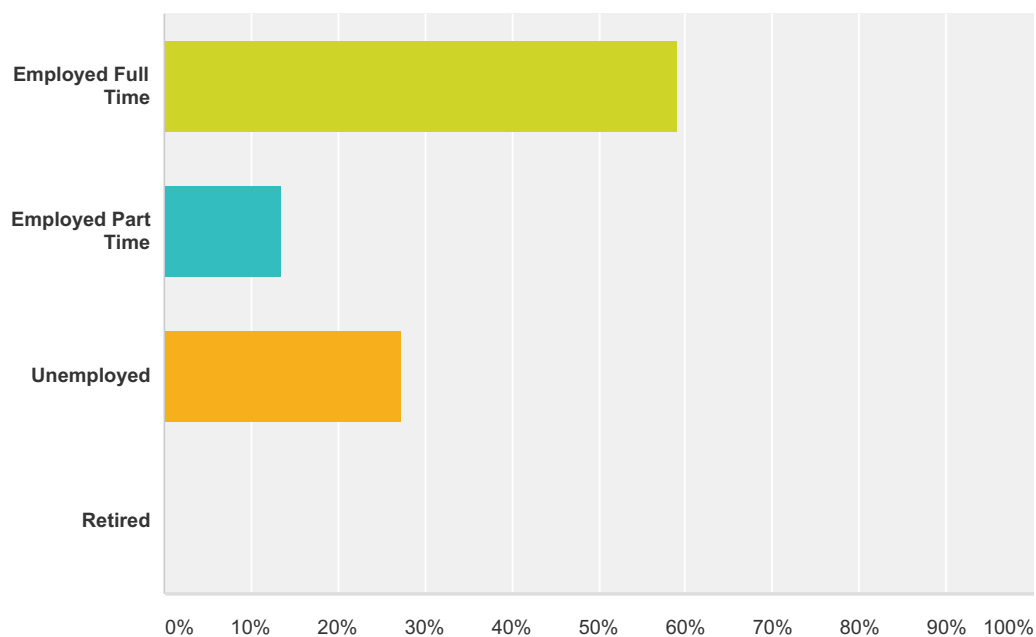


Answer Choices	Responses
Business	9.09% 2
Criminal Justice	4.55% 1
Education	9.09% 2
Liberal Arts	4.55% 1
Psychology	59.09% 13
Social Work	0.00% 0
Sociology	4.55% 1
Other (please specify)	18.18% 4
Total Respondents: 22	

#	Other (please specify)	Date
1	Counseling	4/14/2015 10:12 AM
2	Biomedical Sciences	4/12/2015 6:49 PM
3	Anthropology	4/7/2015 3:08 PM
4	Resource Management	4/6/2015 11:43 AM

Q8 What is your employment status?

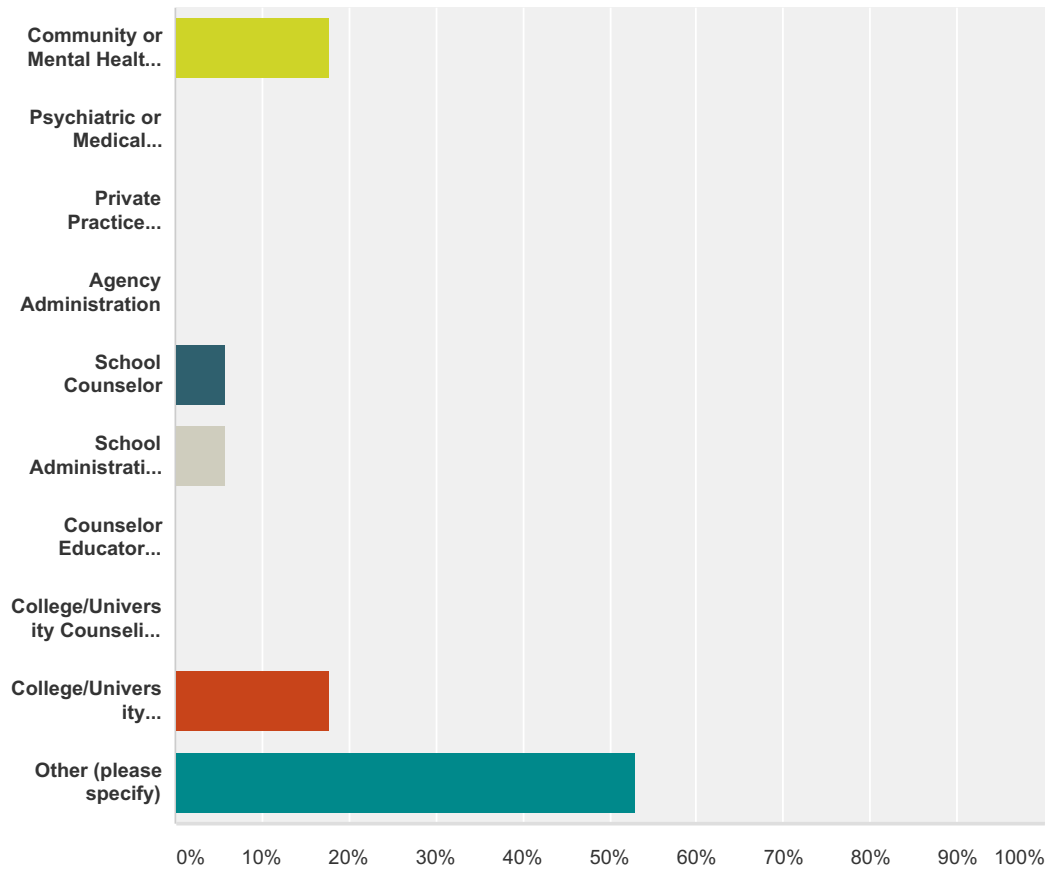
Answered: 22 Skipped: 0



Answer Choices	Responses	
Employed Full Time	59.09%	13
Employed Part Time	13.64%	3
Unemployed	27.27%	6
Retired	0.00%	0
Total		22

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

Answered: 17 Skipped: 5

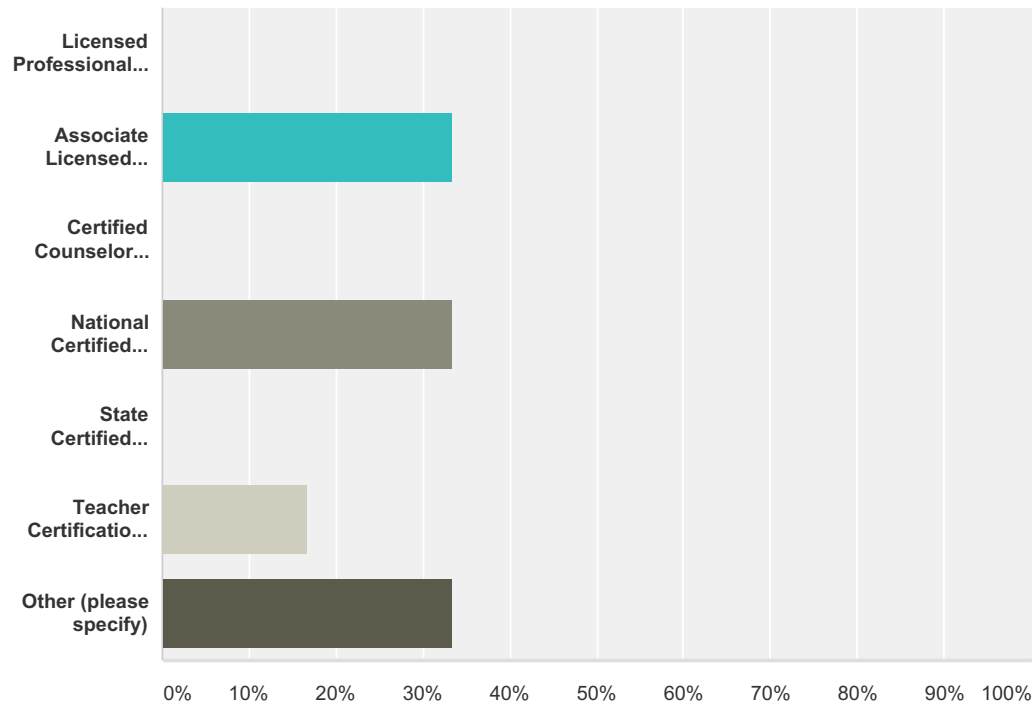


Answer Choices	Responses	
Community or Mental Health Agency Counselor	17.65%	3
Psychiatric or Medical Hospital Counselor	0.00%	0
Private Practice Counselor	0.00%	0
Agency Administration	0.00%	0
School Counselor	5.88%	1
School Administration/Teaching	5.88%	1
Counselor Educator (college/university)	0.00%	0
College/University Counseling Center	0.00%	0
College/University Administration	17.65%	3
Other (please specify)	52.94%	9
Total Respondents: 17		

#	Other (please specify)	Date
1	Tutor	4/21/2015 3:50 PM
2	STATE GOVERNMENT	4/14/2015 7:20 PM
3	Walmart	4/14/2015 12:47 PM
4	Federal Employee: Community Readiness Specialist with U.S. Air Force	4/14/2015 10:12 AM
5	Administrative Assistant	4/12/2015 2:25 PM
6	Counselor Ed & Sup PhD student/GTA at Auburn main campus	4/11/2015 11:12 AM
7	Drug and Alcohol treatment	4/10/2015 10:20 PM
8	Waitress	4/7/2015 3:08 PM
9	hospital	4/7/2015 3:59 AM

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

Answered: 6 Skipped: 16

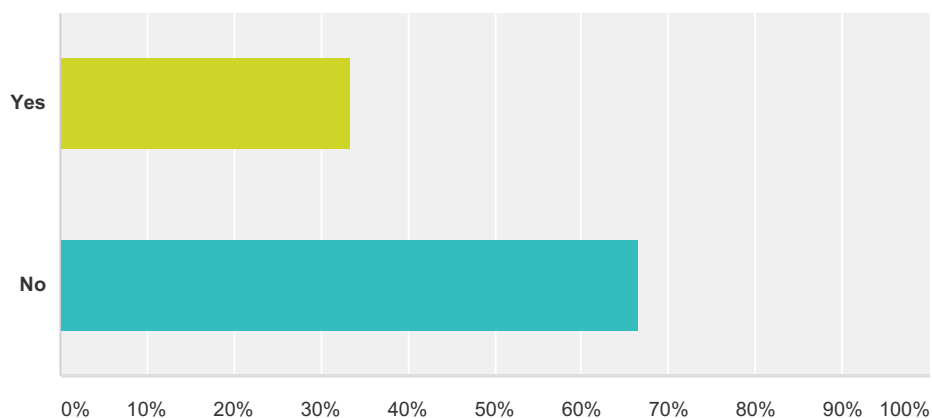


Answer Choices	Responses
Licensed Professional Counselor (LPC)	0.00% 0
Associate Licensed Counselor (ALC)	33.33% 2
Certified Counselor Supervisor	0.00% 0
National Certified Counselor	33.33% 2
State Certified School Counselor	0.00% 0
Teacher Certification or License	16.67% 1
Other (please specify)	33.33% 2
Total Respondents: 6	

#	Other (please specify)	Date
1	Marriage and Family Therapist Intern	4/13/2015 8:42 PM
2	Taking NCE in October	4/11/2015 11:12 AM

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

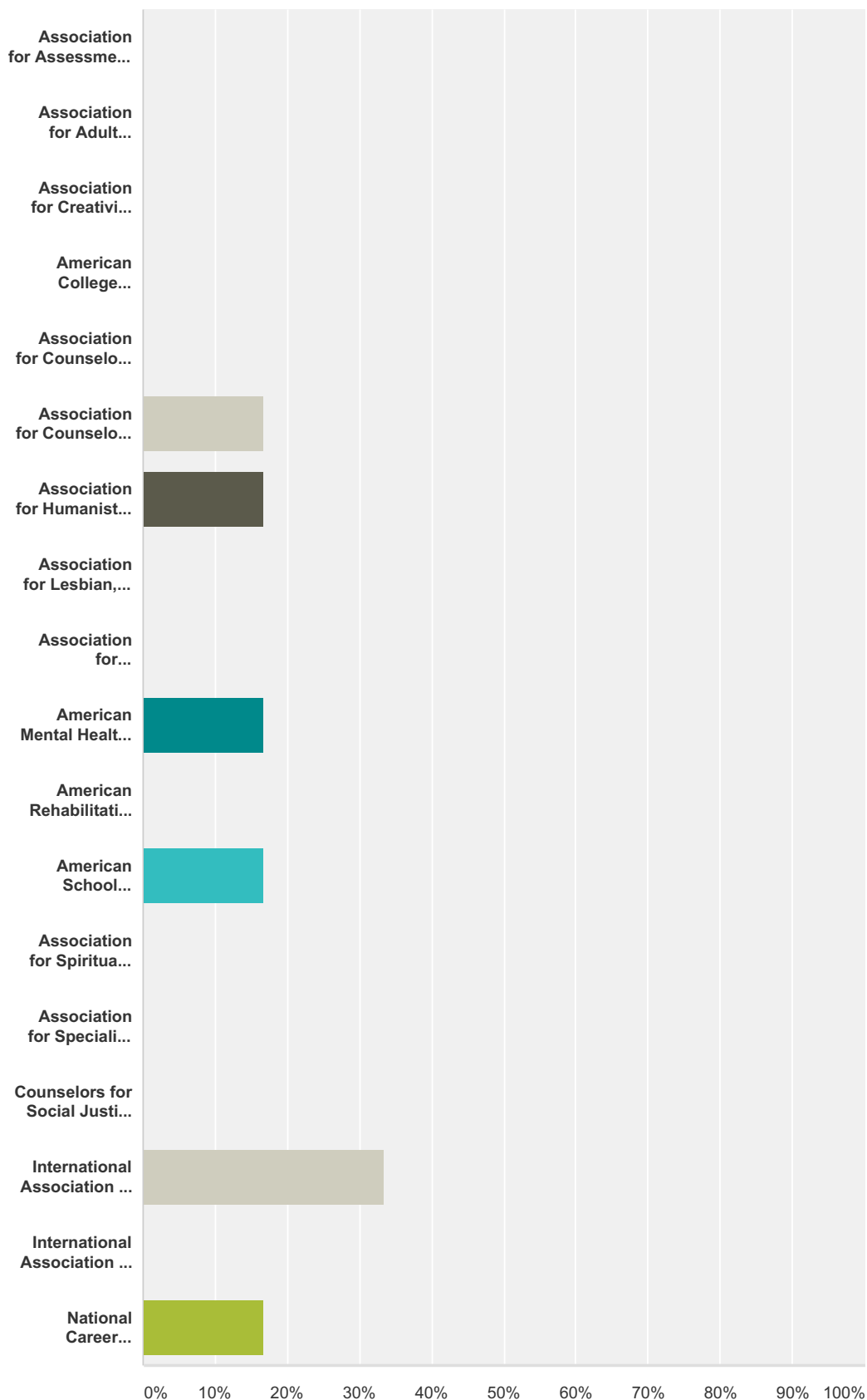
Answered: 21 Skipped: 1



Answer Choices	Responses	
Yes	33.33%	7
No	66.67%	14
Total		21

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

Answered: 6 Skipped: 16

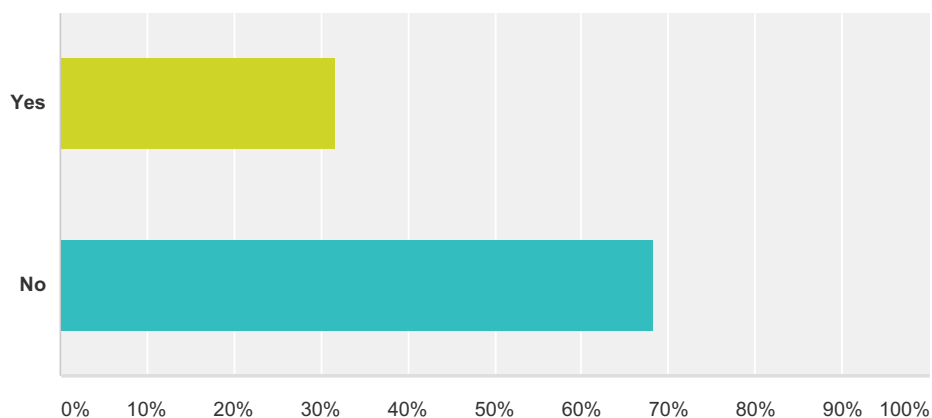


Answer Choices	Responses
Association for Assessment in Counseling and Education (AACE)	0.00% 0

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)	16.67%	1
Association for Humanistic Counseling (AHC)	16.67%	1
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)	16.67%	1
American Rehabilitation Counseling Association (ARCA)	0.00%	0
American School Counselor Association (ASCA)	16.67%	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)	33.33%	2
International Association of Marriage and Family Counselors (IAMFC)	0.00%	0
National Career Development Association (NCDA)	16.67%	1
Total Respondents: 6		

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

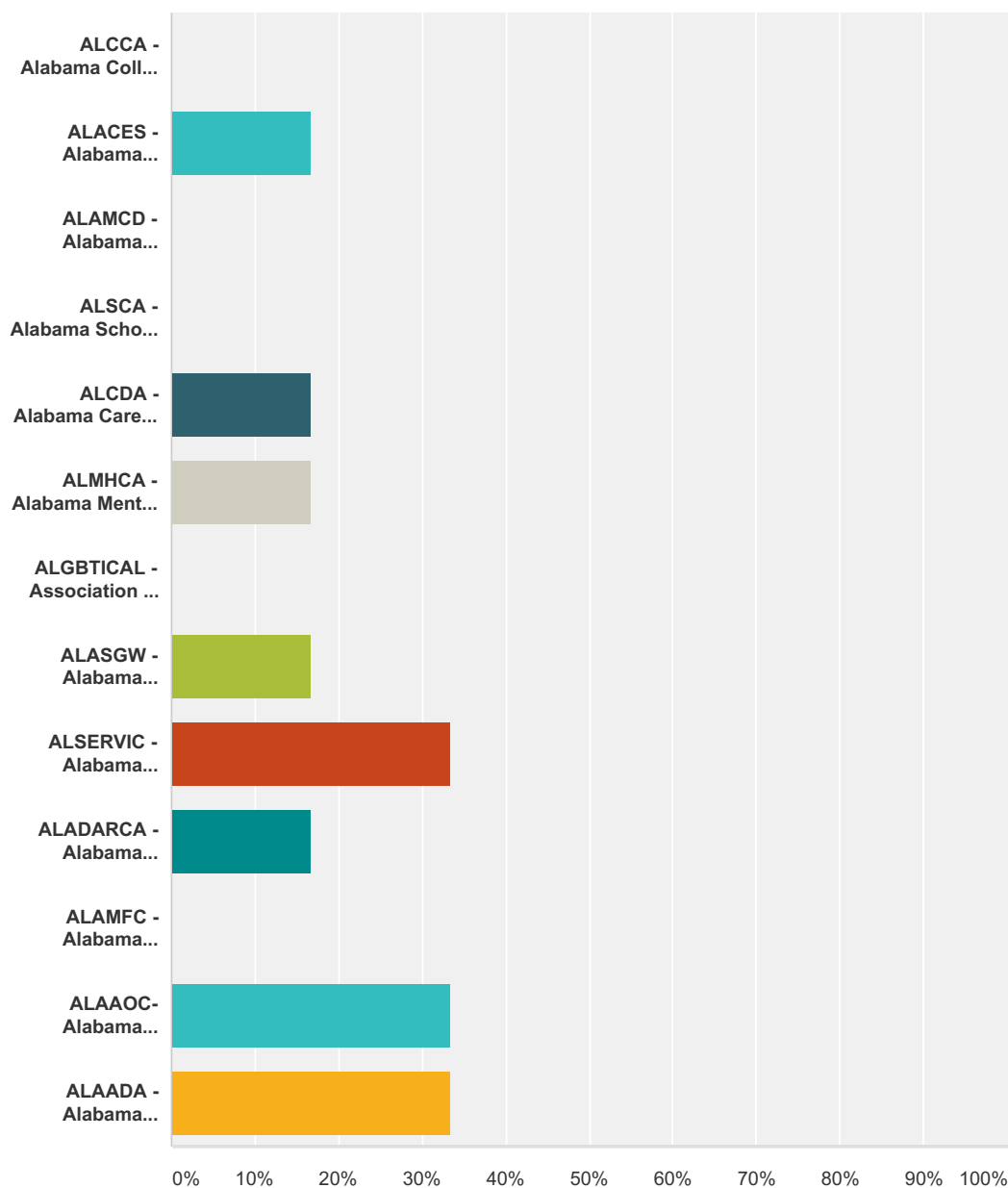
Answered: 22 Skipped: 0



Answer Choices	Responses	
Yes	31.82%	7
No	68.18%	15
Total		22

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

Answered: 6 Skipped: 16

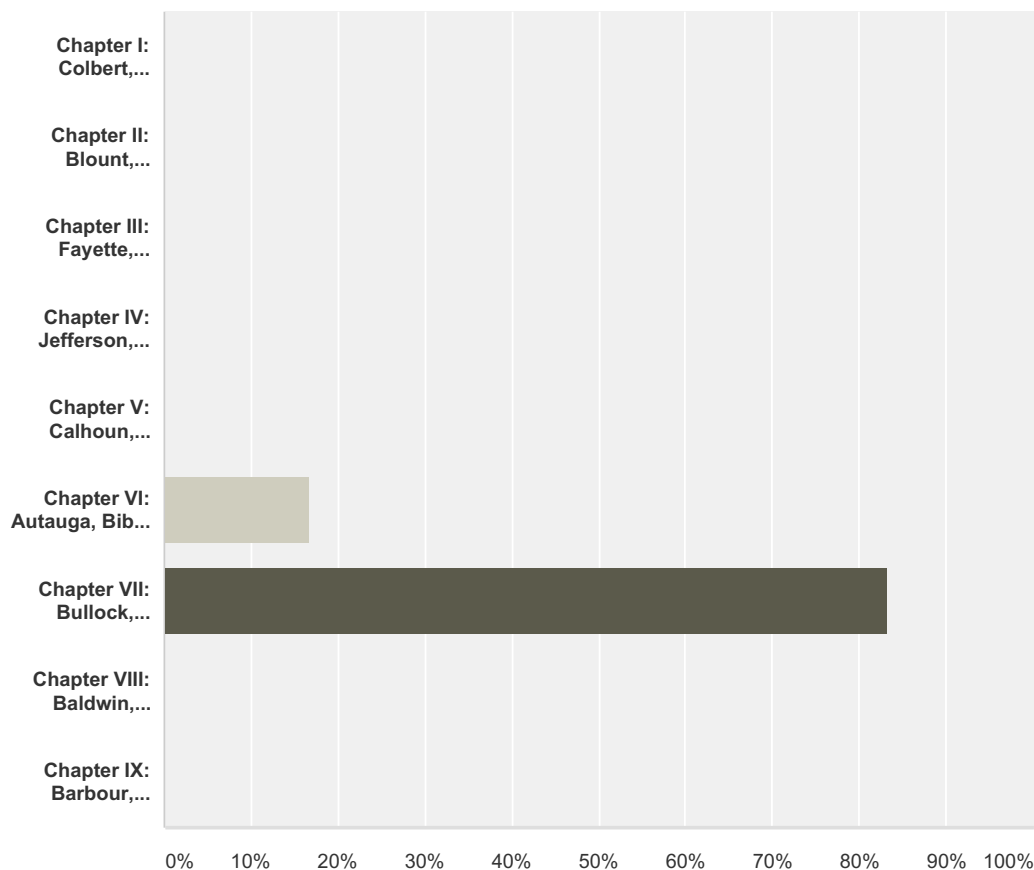


Answer Choices	Responses
ALCCA - Alabama College Counseling Association	0.00% 0
ALACES - Alabama Association for Counselor Education and Supervision	16.67% 1
ALAMCD - Alabama Association for Multicultural Counseling and Development	0.00% 0

ALSCA - Alabama School Counselor Association	0.00%	0
ALCDA - Alabama Career Development Association	16.67%	1
ALMHCA - Alabama Mental Health Counselors Association	16.67%	1
ALGBTICAL - Association of Lesbian, Gay, Bisexual and Transgender Issues in Counseling of Alabama	0.00%	0
ALASGW - Alabama Association for Specialist in Group Work	16.67%	1
ALSERVIC - Alabama Association for Spiritual, Ethical, and Religious Values issues in Counseling	33.33%	2
ALADARCA - Alabama Division of the American Rehabilitation Counseling Association	16.67%	1
ALAMFC - Alabama Association for Marriage and Family Counseling	0.00%	0
ALAAOC - Alabama Association for Addictions and Offenders Counselors	33.33%	2
ALAADA - Alabama Association for Adult Development and Aging	33.33%	2
Total Respondents: 6		

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

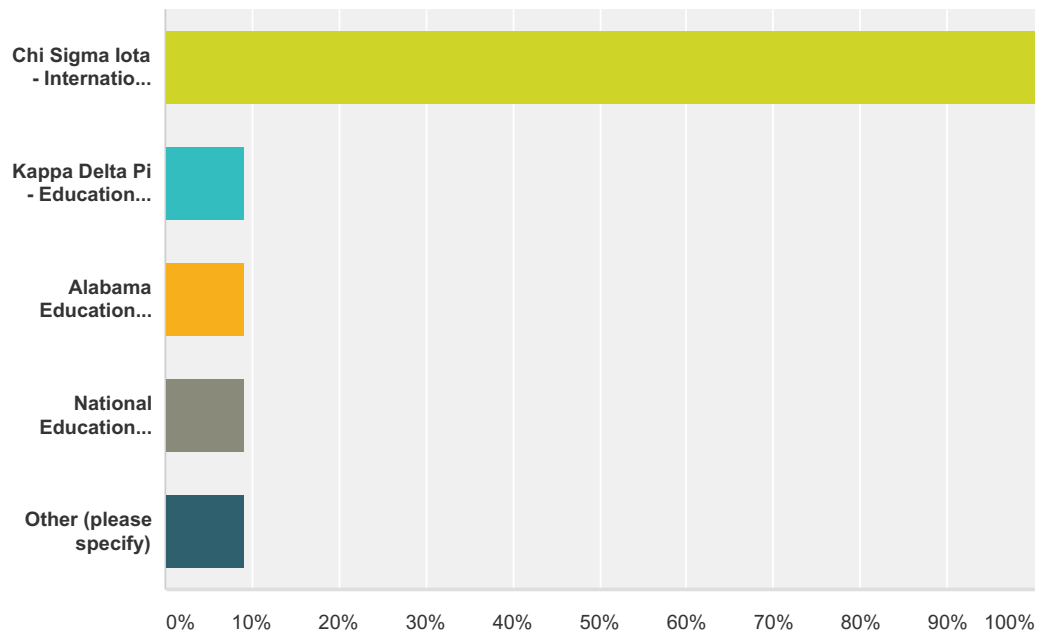
Answered: 6 Skipped: 16



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.	16.67% 1
Chapter VII: Bullock, Chambers, Clay, Coosa, Elmore, Lee, Macon, Montgomery, Randolph, Russell, Tallapoosa.	83.33% 5
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
Total	6

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

Answered: 11 Skipped: 11



Answer Choices	Responses
Chi Sigma Iota - International Counseling Honors Society	100.00% 11
Kappa Delta Pi - Education Honors Society	9.09% 1
Alabama Education Association (AEA)	9.09% 1
National Education Association (NEA)	9.09% 1
Other (please specify)	9.09% 1
Total Respondents: 11	

#	Other (please specify)	Date
1	Phi Kappa Phi	4/6/2015 11:43 AM

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

Answered: 3 Skipped: 19

#	Responses	Date
1	I have participated in leadership in a variety of ways. These include the following: I have maintained my membership with Iota Delta Sigma and have volunteered in several ways (volunteering at ALCA, SACES, Dadeville Project). I attended the Chi Sigma Iota leadership workshop at ACA this March. I have served as the GTA Trainer and Supervisor for GTAs instructing Coun 3100 and Coun 1000. I have assisted during the interviewing process for doctoral candidates and am serving as a mentor to two doctoral students. I presented at the High School Leadership Conference on "Healthy Decision Making among Adolescents through self-awareness." Attendees included school counselors, counselors and teachers from Georgia, Tennessee and Alabama. I have assisted with planning the Auburn Ethics workshop including: scheduling and reservations, recruiting participants, and will co-present on Ethics in Supervision. I will co-present at the Anti-Bullying Summit scheduled for June 18-19 in Peachtree GA. The name of the presentation is Decreasing Bullying Through Positive School Culture. I will also co-present in June at a workshop held by ALAADA and ALASGW. I have offered to serve as the member at large for ALAADA.	4/11/2015 11:12 AM
2	Vice president of AUM chapter Chi Sigma Iota	4/7/2015 3:08 PM
3	CSI	4/6/2015 3:43 PM

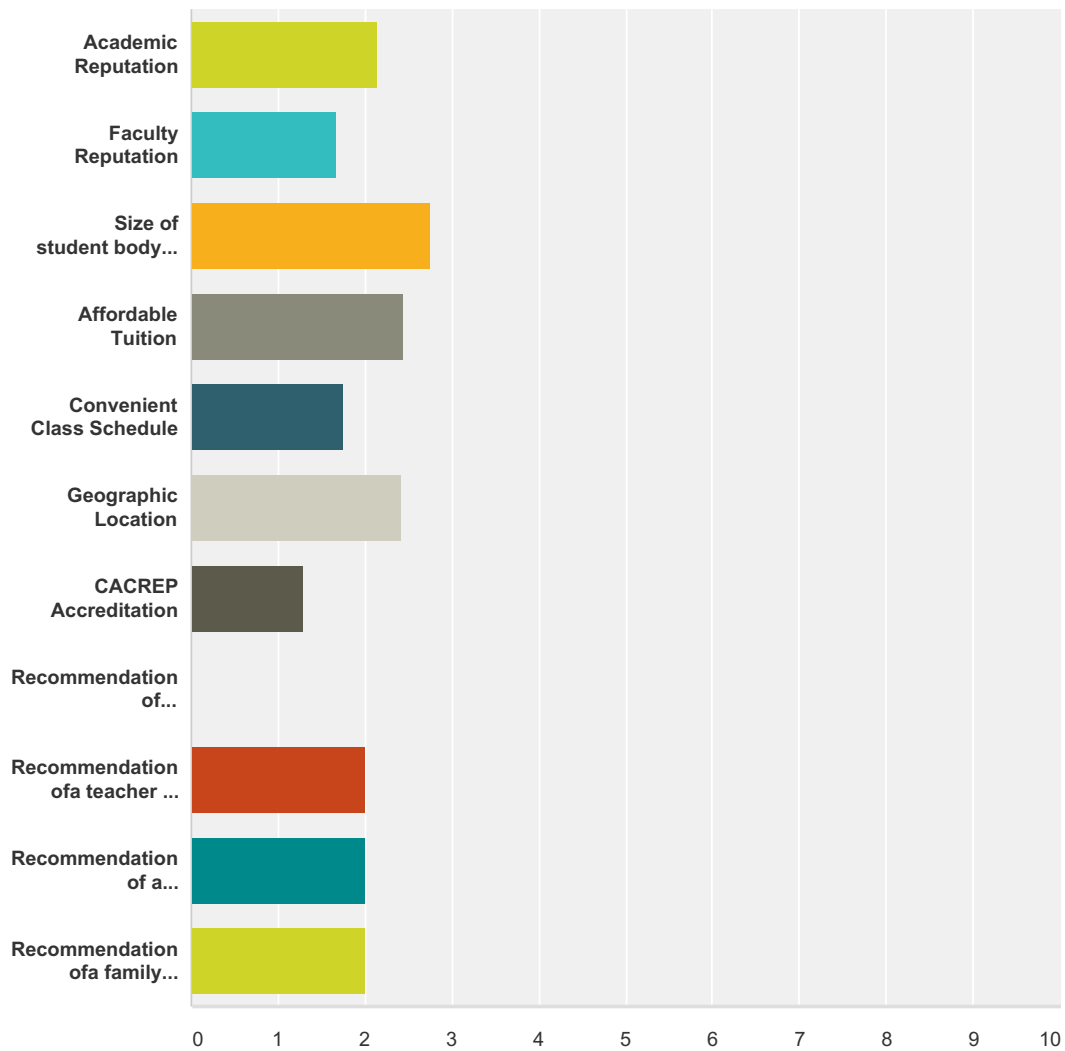
**Q18 Leadership and Professional Service -
please list significant professional
leadership positions:**

Answered: 1 Skipped: 21

#	Responses	Date
1	see above	4/11/2015 11:12 AM

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

Answered: 22 Skipped: 0



	Most Important Reason	2nd Most Important Reason	3rd Most Important Reason	Total	Weighted Average
Academic Reputation	28.57% 2	28.57% 2	42.86% 3	7	2.14
Faculty Reputation	33.33% 1	66.67% 2	0.00% 0	3	1.67
Size of student body (class size)	0.00% 0	25.00% 1	75.00% 3	4	2.75
Affordable Tuition	11.11% 1	33.33% 3	55.56% 5	9	2.44

Convenient Class Schedule	25.00% 2	75.00% 6	0.00% 0	8	1.75
Geographic Location	16.67% 2	25.00% 3	58.33% 7	12	2.42
CACREP Accreditation	82.35% 14	5.88% 1	11.76% 2	17	1.29
Recommendation of Undergraduate Advisor	0.00% 0	0.00% 0	0.00% 0	0	0.00
Recommendation of a teacher or professor	0.00% 0	100.00% 1	0.00% 0	1	2.00
Recommendation of a professional counselor	0.00% 0	100.00% 1	0.00% 0	1	2.00
Recommendation of a family member	0.00% 0	100.00% 1	0.00% 0	1	2.00

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

Answered: 7 Skipped: 15

#	Responses	Date
1	The affordability of classes.	4/14/2015 10:12 AM
2	Yes, The admissions office was my first encounter with AUM. The office of graduate studies was very welcoming, encouraging, and helpful in the enrollment process. I mention this because I also visited Troy in Phoenix City and Alabama State University and neither gave me much information about their counseling program or the admissions process for graduate school both directed me to the internet. If I wanted the information off the internet or if that information would have been sufficient, then I wouldn't have felt the need to visit the campuses. Another reason was AUM's counseling program is CACREP accredited and the class schedule was conducive for me as a full time teacher. Lastly, I really enjoyed my interview into the program. I felt welcomed by the professors and encouraged that I was prepared and ready to enter a graduate program.	4/12/2015 6:49 PM
3	CACREP	4/11/2015 9:20 AM
4	I contacted multiple schools asking for information, but the person at AUM was the only one to offer to actually sit and meet with me. I felt then that AUM was more professional and more deserving of my time.	4/7/2015 3:08 PM
5	The ability to start the program quickly without a year long application process.	4/7/2015 3:59 AM
6	it's association with Auburn	4/6/2015 3:43 PM
7	Conducive to my career needs and goals.	4/6/2015 11:43 AM

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: 4 Skipped: 18

#	Responses	Date
1	Previous course with professor	4/21/2015 3:50 PM
2	A fellow colleague told me about AUM's class schedule and faculty reputation.	4/12/2015 6:49 PM
3	Through my conversations with professionals in the community and previous students. Also, through articles about AUM and the Community Counseling program.	4/11/2015 11:12 AM
4	From a family member	4/6/2015 11:43 AM

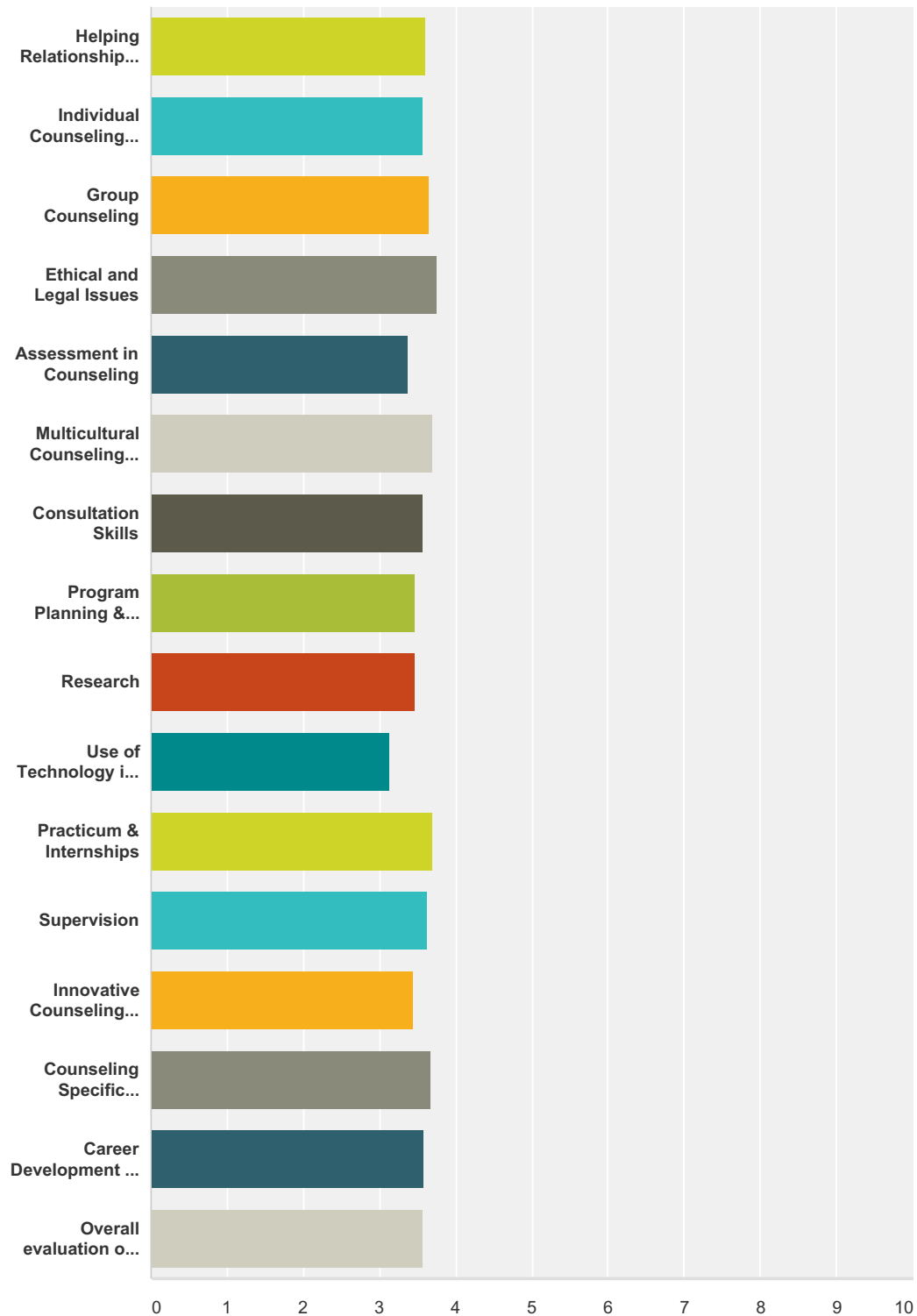
Q22 If you came to the AUM Counselor Education program because of the personal recommendation of someone, please explain:

Answered: 6 Skipped: 16

#	Responses	Date
1	I had a friend who was finishing up her Masters Degree and she was telling me about the program.	4/14/2015 8:18 AM
2	My assistant principal told me about AUM and their willingness to work with full time working adults. The class schedule is excellent and the faculty is amazing.	4/12/2015 6:49 PM
3	I spoke with individuals who had attended school with some of the faculty, and/or had taken courses from professors in the department.	4/11/2015 11:12 AM
4	I asked a professional counselor with years of experience hiring and training counselors their recommendation between several area schools. I also consulted an Alum and someone currently enrolled in a program at a different area school.	4/7/2015 3:59 AM
5	I was impressed with the credentials and teaching standards of Dr. M. Carolyn Thomas.	4/6/2015 11:43 AM
6	Dr. Carolyn Thomas	4/5/2015 8:32 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.

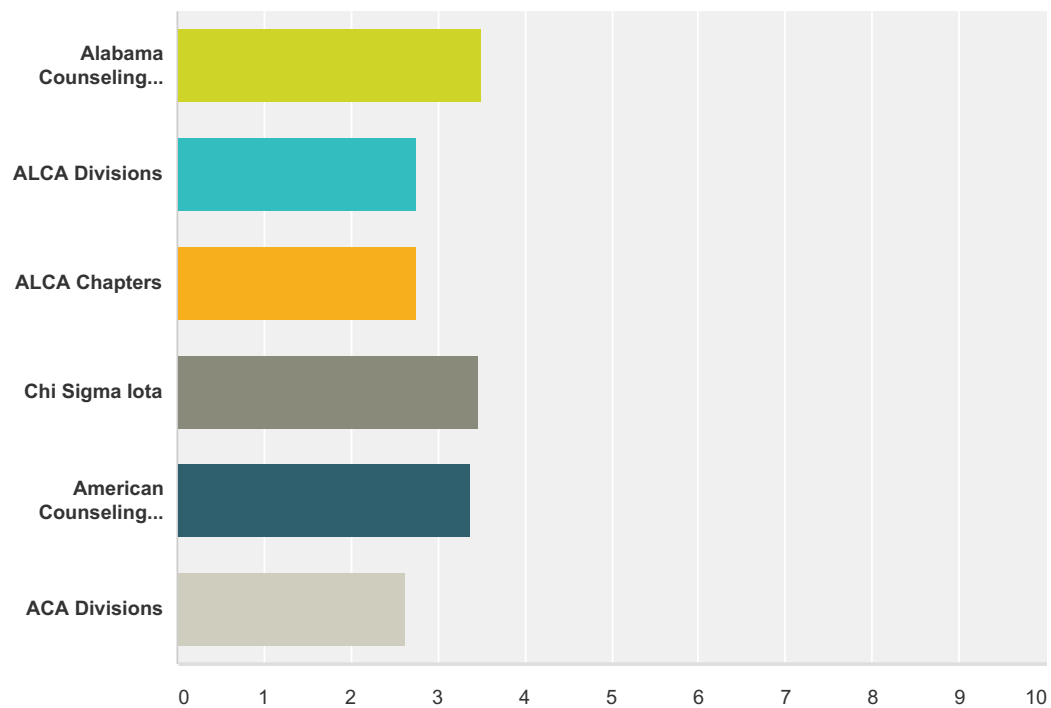
Answered: 21 Skipped: 1



	Poor	Marginal	Good	Excellent	N/A	Total	Weighted Average
Helping Relationship Skills	0.00% 0	4.76% 1	23.81% 5	57.14% 12	14.29% 3	21	3.61
Individual Counseling Theories	0.00% 0	4.76% 1	28.57% 6	57.14% 12	9.52% 2	21	3.58
Group Counseling	0.00% 0	9.52% 2	9.52% 2	61.90% 13	19.05% 4	21	3.65
Ethical and Legal Issues	0.00% 0	0.00% 0	19.05% 4	57.14% 12	23.81% 5	21	3.75
Assessment in Counseling	0.00% 0	9.52% 2	33.33% 7	42.86% 9	14.29% 3	21	3.39
Multicultural Counseling Competencies	0.00% 0	0.00% 0	23.81% 5	52.38% 11	23.81% 5	21	3.69
Consultation Skills	0.00% 0	0.00% 0	33.33% 7	42.86% 9	23.81% 5	21	3.56
Program Planning & Evaluation	0.00% 0	4.76% 1	28.57% 6	38.10% 8	28.57% 6	21	3.47
Research	0.00% 0	4.76% 1	23.81% 5	33.33% 7	38.10% 8	21	3.46
Use of Technology in Counseling	4.76% 1	9.52% 2	28.57% 6	28.57% 6	28.57% 6	21	3.13
Practicum & Internships	0.00% 0	4.76% 1	9.52% 2	47.62% 10	38.10% 8	21	3.69
Supervision	0.00% 0	9.52% 2	4.76% 1	52.38% 11	33.33% 7	21	3.64
Innovative Counseling Approaches (Play Therapy, Family Counseling, etc.)	0.00% 0	5.00% 1	15.00% 3	25.00% 5	55.00% 11	20	3.44
Counseling Specific Populations (Addictions, Diverse Families, Abuse, Aging, etc.)	0.00% 0	0.00% 0	20.00% 4	40.00% 8	40.00% 8	20	3.67
Career Development & Vocational Assessment	0.00% 0	4.76% 1	19.05% 4	47.62% 10	28.57% 6	21	3.60
Overall evaluation of your training	0.00% 0	0.00% 0	40.00% 8	55.00% 11	5.00% 1	20	3.58

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.

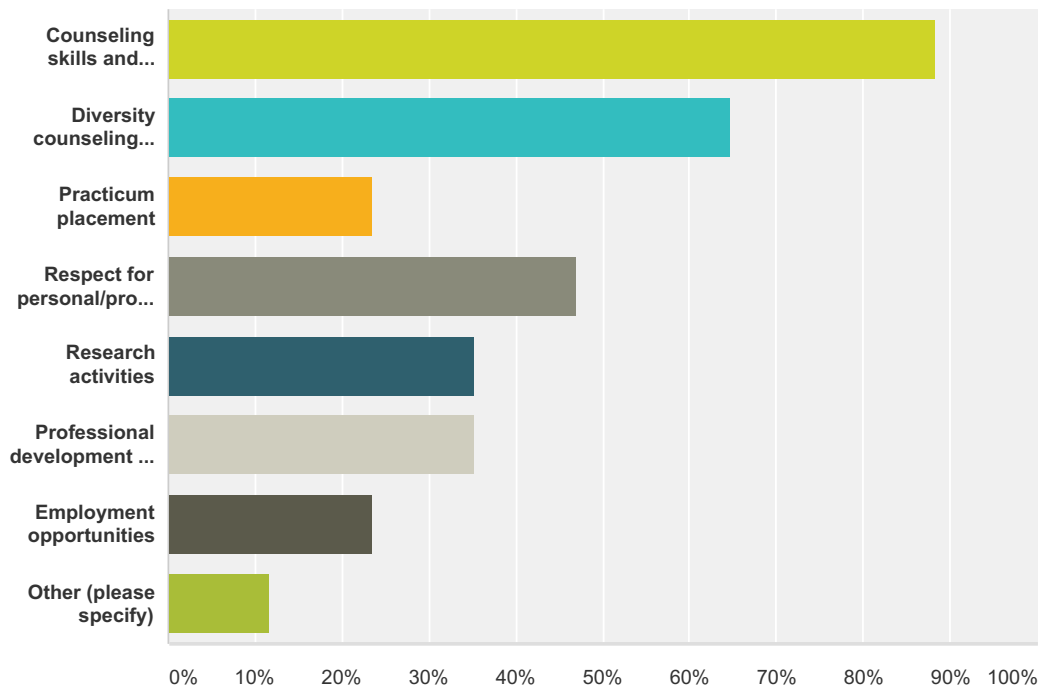
Answered: 20 Skipped: 2



	Not Helpful	Somewhat Helpful	Helpful	Very Helpful	N/A	Total	Weighted Average
Alabama Counseling Association (ALCA)	5.56% 1	11.11% 2	0.00% 0	61.11% 11	22.22% 4	18	3.50
ALCA Divisions	22.22% 4	5.56% 1	5.56% 1	33.33% 6	33.33% 6	18	2.75
ALCA Chapters	22.22% 4	5.56% 1	5.56% 1	33.33% 6	33.33% 6	18	2.75
Chi Sigma Iota	5.00% 1	5.00% 1	15.00% 3	50.00% 10	25.00% 5	20	3.47
American Counseling Association (ACA)	5.56% 1	5.56% 1	16.67% 3	44.44% 8	27.78% 5	18	3.38
ACA Divisions	11.11% 2	16.67% 3	16.67% 3	16.67% 3	38.89% 7	18	2.64

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

Answered: 17 Skipped: 5



Answer Choices	Responses
Counseling skills and attitudes	88.24% 15
Diversity counseling competencies	64.71% 11
Practicum placement	23.53% 4
Respect for personal/professional boundaries	47.06% 8
Research activities	35.29% 6
Professional development and involvement	35.29% 6
Employment opportunities	23.53% 4
Other (please specify)	11.76% 2
Total Respondents: 17	

#	Other (please specify)	Date
1	Opportunities to present information to the counseling communities at counseling conferences as well as helped find money to help with the cost of these opportunities	4/12/2015 6:49 PM
2	Acceptance into PhD program	4/11/2015 11:12 AM

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

Answered: 6 Skipped: 16

#	Responses	Date
1	I think that Practicum/Internship are the areas I struggled with the most in terms of wanting more specific and positive feedback. I received information of areas that I needed to improve, but rarely ways in which to accomplish or ideas to try. I felt as though the guidance was not specific. I also rarely heard anything positive that I did in these classes and was therefore less likely to ask questions or ask for help.	4/14/2015 10:12 AM
2	I would like to have watched or listened to counseling sessions demonstrating different theories. I had a thorough understanding of the theories, but putting those theories into action at times is challenging. We practiced role playing with peers, however, I would like to have listened to real sessions with counselors who were extremely competent in each theory.	4/12/2015 6:49 PM
3	The main suggestion I would have is to figure out a way to let undergraduates and graduates become aware of the counseling program and what it is about. I say this because I am teaching at Auburn and my undergraduate students are not aware of what counseling consists of, how it differs from other professions, and how to apply to CACREP programs. I have spent a great deal of time educating them about our field, including what it is as well as what it is not. I have also assisted them with applying to counseling programs. (Sending one or two your way this fall and next). AUM's Counseling Program is excellent, and I fear too many students are unaware of this fact.	4/11/2015 11:12 AM
4	More one on one help on how to get a practicum and internship site as well as more information on specific steps a student needs to take regarding graduation, licensure, etc.	4/7/2015 3:08 PM
5	I would like more organization and help with the Practicum/Internship site location and preparation. I feel that the way this is handled detracts from the quality of this program and feel lost trying to figure it out.	4/7/2015 3:59 AM
6	increasing recruiting efforts for graduate counselors and more instructors to teach the various classes.	4/6/2015 11:43 AM

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

Answered: 3 Skipped: 19

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

#	Name	Date
1	Brittney Cahela	4/12/2015 6:49 PM
2	Carrie Hemmings	4/11/2015 11:12 AM
3	gregory clark	4/10/2015 10:20 PM
#	Company	Date
	There are no responses.	
#	Address	Date
1	217 Asheton Lane	4/12/2015 6:49 PM
2	7036 Mid Pines Drive	4/11/2015 11:12 AM
3	6940 wrangler road	4/10/2015 10:20 PM
#	Address 2	Date
1	apt g	4/10/2015 10:20 PM
#	City/Town	Date
1	Auburn	4/12/2015 6:49 PM
2	Montgomery	4/11/2015 11:12 AM
3	montgomery	4/10/2015 10:20 PM
#	State/Province	Date
1	AL	4/12/2015 6:49 PM
2	AL	4/11/2015 11:12 AM
3	AL	4/10/2015 10:20 PM

#	ZIP/Postal Code	Date
1	36830	4/12/2015 6:49 PM
2	36117	4/11/2015 11:12 AM
3	36117	4/10/2015 10:20 PM
#	Country	Date
	There are no responses.	
#	Email Address	Date
1	brittney.cahela@oprlikaschools.org	4/12/2015 6:49 PM
2	cdh0032@auburn.edu	4/11/2015 11:12 AM
3	gclarkjr@aum.edu	4/10/2015 10:20 PM
#	Phone Number	Date
1	2566274127	4/12/2015 6:49 PM
2	334-399-3167	4/11/2015 11:12 AM
3	3347827570	4/10/2015 10:20 PM

Program Evaluation Activities

2. Site Evaluation of the AUM Counseling Program

**2015 Summary of Site Evaluations of AUM Counseling Program
by Site Supervisors
All Counseling Programs
13 Total Respondents**

	1 Poor	2 Marginal	3 Good	4 Very Good	5 Excellent	No response
Knowledge Base				4	9	
Counseling Skills				5	8	
Time Management				2	11	
Self-Care & Wellness				2	11	
Ethics				1	12	
Documentation			1	2	10	
Professionalism				1	12	
Effectiveness with Clients/Students				4	9	

AUM Program Services	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Supervision orientation was provided to our site.	11	2	0
Assistance was available to the site if requested.	13	0	0
Consultation regarding students was provided.	12	1	0
Professional development was offered to the site.	12	2	0

Comments (redacted for privacy. Individual comments are separated by a semicolon): [Student] above expectations; AUM program easy to work with and [student] did an excellent job; Enjoyed working with the AUM Counseling program; [student] is progressing well at CAP, she co-facilitates group, individual & family sessions; It has been easy to see that [student] has learned a lot through her counseling program; The site is in transition and the supervisor that the said student is doing well but the changes are stressful. Would like to have more students from AUM.

Program Evaluation Activities

3. Faculty Review of Student Performance

FACULTY REVIEW OF STUDENT PERFORMANCE
Area of Counselor Education
Summary
Date: Spring 2015

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.

I. Academic Skills	Strength	No Concern	Concern	N/A
a. Completion of Assignments	10+6= 16	4+1= 5	2	
b. Class Participation	11+4= 15	5+3= 8		
c. Quality of Work	12+4= 16	4+3= 7		
d. Attendance	15+7= 22	1		
e. Punctuality	12+4= 16	4+3= 7		
f.				
II. Clinical Skills				
a. Basic Attending Skills	7+5= 12	1		8+2= 10
b. Intentionality	8+3= 11	2		8+2= 10
c. Case Conceptualization	8+3= 11	2		8+2= 10
d. Treatment Outcomes	8+4= 12	1		8+2= 10
e. Accountability/Record Keeping	8+3= 11	2		8+2= 10
f. Use of appropriate Counseling Techniques	8+3= 11	2		8+2= 10
g.				
III. Ethical and Professional Behavior				
a. Ethical Conduct	16+7= 23			
b. Professional Conduct	16+7= 23			
c. Respect for Diversity	16+7= 23			
d. Communication Skills	16+7= 23			
e. Professional Identity	15+7= 22	1		
IV. Personal Characteristics				
a. Stability	16+7= 23			
b. Maturity	16+7= 23			
c. Cooperativeness	16+7= 23			
d. Motivation	16+7= 23			
e. Peer Relationships	16+7= 23			
f. Reaction to Feedback	15+7= 22	1		
g. Comportment	16+7= 23			
h. Appropriate Dress	16+7= 23			
i. Attitude	16+7= 23			
j. Note – one student with ESL concerns will be mentored informally				

Recommendation to continue in program:

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

FACULTY REVIEW OF STUDENT PERFORMANCE
Area of Counselor Education
Summary
Date: Fall 2015

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.

I. Academic Skills	Strength	No Concern	Concern	N/A
a. Completion of Assignments	13+5= 18	2	1	
b. Class Participation	14+5= 19	2		
c. Quality of Work	13+5= 18	3		
d. Attendance	15+5= 20		1	
e. Punctuality	14+5= 19		1+1= 2	
f.				
II. Clinical Skills				
a. Basic Attending Skills	7+2= 10	1	1	8+2= 10
b. Intentionality	8+3= 11			8+2= 10
c. Case Conceptualization	7+3= 10	2		7+2= 9
d. Treatment Outcomes	7+3= 10	1		8+2= 10
e. Accountability/Record Keeping	7+3= 10	1		8+2= 10
f. Use of appropriate Counseling Techniques	7+3= 10	1		8+2= 10
g.				
III. Ethical and Professional Behavior				
a. Ethical Conduct	16+5= 21			
b. Professional Conduct	11+5= 16	5		
c. Respect for Diversity	15+5= 20	1		
d. Communication Skills	13+4= 17	3	1	
e. Professional Identity	9+4= 13	6		
IV. Personal Characteristics				
a. Stability	15+5= 20	1		
b. Maturity	13+5= 18	3		
c. Cooperativeness	13+5= 18	3		
d. Motivation	15+5= 20	1		
e. Peer Relationships	11+5= 16	5		
f. Reaction to Feedback	13+5= 18	3		
g. Comportment	13+5= 18	3		
h. Appropriate Dress	14+5= 19	2		
i. Attitude	12+5= 17	4		
j.				

Recommendation to continue in program: One provisionally recommended pending passing reading & Praxis testing. The student has been referred to campus resources.

20 Students Recommended; 1 Provisionally Recommend; 0 Remediated; 0 Do not Recommend

Program Evaluation Activities

4. Livetext Evaluation

Counselor Education

by AUM Administration

Counseling Data

2015

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		2	5	3	0.0000.0000.000
II.K.1.(h)						
Standard 2						
ECED 6270	0		0	0	0	
II.K.2.						
Standard 3						
ECED 6350	0		0	10	5	0.0000.0000.000
II.K.3.						
Standard 4						
ECED 6260	0		0	11	1	0.0000.0000.000
II.K.4.						
Standard 5						
ECED 6290	1		3	5	1	0.0000.0000.000
II.K.5.(c)						
Standard 6						
ECED 6280	0		0	2	10	0.0000.0000.000
II.K.5.						
Standard 7						
ECED 6300	0		3	14	0	0.0000.0000.000
II.K.6.						
Standard 8						
ECED 6330	2		0	4	0	0.0000.0000.000

II.K.7. Standard 9 FNDS 6610	0	0	0	0	
II.K.8. Standard 10 Clinical ECED 6914	0	2	15	7	0.0000.0000.0000
EDED 6924/6925 Professional orientation ECED 6220 Program planning ECED 6320	0	0	0	4	0.0000.0000.0000
II.K.8.(d) Consultation ECED 6320	0	0	3	1	0.0000.0000.0000
II.K.8.(d) Advocacy ECED 6220	0	0	0	2	0.0000.0000.0000
Professional Orientation ECED 6240	0	0	8	3	0.0000.0000.0000
CC.A.1-5 Consultation & Program Planning ECED 6310	0	1	1	1	0.0000.0000.0000
II.K.8.(d) CC.B.1-4; C.1-3 Assessment & Diagnosis ECED 6360	0	3	7	6	0.0000.0000.0000
CC.C.4-5 Advocacy ECED 6240	0	0	6	1	0.0000.0000.0000
CC.C.6 Crisis & Disaster ECED 6240 (& elective ECED 6380)	0	0	11	0	0.0000.0000.0000
CC.C.7					

Standard 1 ECED 6230

2 (20%)

5 (50%)

3 (30%)

II.K.1.(h)

Standard 2 ECED 6270

II.K.2.

Standard 3 ECED 6350 II.K.3.	10 (66%)		5 (33%)		
Standard 4 ECED 6260 II.K.4.	11 (91%)				1 (8%)
Standard 5 ECED 6290 II.K.5.(c)	1 (10%)	3 (30%)	5 (50%)		1 (10%)
Standard 6 ECED 6280 II.K.5.	2 (16%)	10 (83%)			
Standard 7 ECED 6300 II.K.6.	3 (17%)	14 (82%)			
Standard 8 ECED 6330 II.K.7.	2 (33%)		4 (66%)		
Standard 9 FNDS 6610 II.K.8.					
Standard 10 Clinical ECED 6914 EDED 6924/6925	2 (8%)	15 (62%)	7 (29%)		
Professional orientation ECED 6220	4 (100%)				
Program planning ECED 6320 II.K.8.(d)	3 (75%)			1 (25%)	
Consultation ECED 6320 II.K.8.(d)	3 (75%)			1 (25%)	
Advocacy ECED 6220	2 (100%)				
Professional Orientation ECED 6240 CC.A.1-5	8 (72%)			3 (27%)	
Consultation & Program Planning ECED 6310 II.K.8.(d) CC.B.1-4; C.1-3	1 (33%)		1 (33%)	1 (33%)	
Assessment & Diagnosis ECED 6360 CC.C.4-5	3 (18%)	7 (43%)	6 (37%)		
Advocacy ECED 6240 CC.C.6	6 (85%)				1 (14%)
Crisis & Disaster ECED 6240 (& elective ECED 6380) CC.C.7	11 (100%)				
	(1) Unsatisfactory- Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must	(2) Basic- Indicates the performance is acceptable, but needs additional work and attention.	(3) Competent- Indicates the performance always meets and sometimes exceeds expectations. Current	(4) Exceptional- Indicates the performance is outstanding. No improvement is readily identifiable	

be taken Additional practices are
activities are required for clearly
performance to meet acceptable
outcomes

Counseling Rubrics

Counseling Rubric

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

	(1) Unsatisfactory- Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken (0 pt)	(2) Basic- Indicates the performance is acceptable, but needs additional work and attention. Additional activities are required for performance to meet outcomes (0 pt)	(3) Competent-Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable (0 pt)	(4) Exceptional-Indicates the performance is outstanding. No improvement is readily identifiable (0 pt)
(1.000, 6%)	group work.	group work.	group work.	group work.
Standard 8 ECED 6330 II.K.7. (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.
Standard 9 FNDS 6610 II.K.8. (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.
Standard 10 Clinical ECED 6914 EDED 6924/6925 (1.000, 6%)	Demonstrates little skills and knowledge needed to work with clients.	Demonstrates basic skills and knowledge needed to work with clients.	Demonstrates core skills and knowledge needed to work with clients.	Demonstrates advanced skills and knowledge needed to work with clients.
Professional orientation ECED 6220 (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.
Program planning ECED 6320 II.K.8.(d) (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.
Consultation ECED 6320 II.K.8.(d) (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.
Advocacy ECED 6220 (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
Professional Orientation ECED 6240 CC.A.1-5 (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.
Consultation & Program Planning ECED 6310 II.K.8.(d) CC.B.1-4; C.1-3 (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
Assessment & Diagnosis ECED 6360 CC.C.4-5	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.

	(1) Unsatisfactory- Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken (0 pt)	(2) Basic- Indicates the performance is acceptable, but needs additional work and attention. Additional activities are required for performance to meet outcomes (0 pt)	(3) Competent-Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable (0 pt)	(4) Exceptional- Indicates the performance is outstanding. No improvement is readily identifiable (0 pt)
(1.000, 6%)				
Advocacy ECED 6240 CC.C.6 (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.
Crisis & Disaster ECED 6240 (& elective ECED 6380) CC.C.7 (1.000, 6%)	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.



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Program Evaluation Activities

5. Program Graduate Employers Evaluation of the AUM Counseling Program

2015 Summary of Employers of AUM Counseling Graduates
Evaluation of the AUM Counseling Program
All Counseling Programs
5 Total Respondents

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

Comments (redacted for privacy. Individual comments are separated by a semicolon):
[Employee]. Is a highly professional and caring person. Her desire to help others and commitment to genuine care are very strong; [Employee] remains a well-informed and professional counselor in our counseling center! We are very lucky to have him!; [Employee] has proven to be academically and professionally prepared for the job and was recently promoted to program coordinator.

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.*

2015 Counselor Preparation Comprehensive Examination (CPCE) Aggregation

	C1	C2	C3	C4	C5	C6	C7	C8	Total Score
National Mean	10.3	10.72	10.84	11.78	10.21	9.78	10.6	12.38	86.6
2-19-2015	12	9	10	8	12	9	9	8	77
National Mean	11.62	10.3	11.94	10.84	9.38	10.63	11.04	11.38	87.13
6-26-2015	13	15	17	15	13	13	13	14	113
National Mean	11.62	10.30	11.94	10.84	9.38	10.63	11.04	11.38	87.13
9-09-2015	12	10	12	12	12	13	13	13	97
National Mean	11.62	10.30	11.94	10.84	9.38	10.63	11.04	11.38	87.13
10-2-2015	13	11	14	13	11	13	14	14	103
10-27-2015	11	9	15	15	11	16	13	13	103

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.