

# **Counselor Education Program & Student Outcomes**

## **Fall 2017- Summer 2018 Cycle**

### **Program Assessment Outcomes**

#### **Program Indicators**

##### **Pass Rates on Credentialing Exams: 2017-2018**

- 2018 CPCE: There was a 100% pass rate for all students completing the CPCE
- 2018: NCE-There was a 95% pass rate for all students completing the NCE
- 2017-2018 Cycle: CRC: There was a 95% pass rate for all students completing the CRC in this testing cycle

##### **Counselor Education Doctoral External Review: Research Competencies**

- Counselor Education Doctoral Students AU Outside Reader Evaluations 2017-2018: All Counselor Education Doctoral Students submitting their dissertations for evaluation by **AU Outside Readers were evaluated as demonstrating competency related to research and meeting University Dissertation expectations.**
- Completion Rates for Programs: Students Graduating Fall (2017) – Summer (2018)
- School Counseling: 100% of students finished within 5 semesters (2 years)
- Clinical Mental Health Counseling: 90% of students finished within 5 semesters, the additional 10% finished in 6 Semesters (2 years)
- Clinical Rehabilitation Counseling: 94% of students finished within 6 Semesters
- Counselor Education: Of students graduating during this evaluation cycle the average time was 4 years (80%), with 20% of students finishing in more than 4 years.

##### **Job Placement:**

- **Masters' Programs:** 72.22% of Alumni were employed within 6 months, 16.67% within 12 months. 62% of Alumni indicated that the program provided them support in finding a position
- **Counselor Education Doctoral Program:** 66.67% reported employment within 6 months of graduation, 20% continued in their current employment, and 6.6% found employment within 12 months. 87.5% of Alumni reported that the program provided assistance with finding employment.

## Program Graduates – 2017-2018 Cycle

Graduates by Program	Total
CLINICAL MENTAL HEALTH COUNSELING	24
CLINICAL REHABILITATION COUNSELING (DE AND ON-CAMPUS)	13
SCHOOL COUNSELING	10
PHD - COUNSELOR EDUCATION	12

### Alumni and Supervisor/Employer Program Evaluation

Evaluations are conducted every 2 years

- **Program Evaluation:** Results from Alumni indicated that they felt that the program was strong in relation to preparing them as counselors and counselor educators.
  - **Counselor Education Doctoral Program:** Strengths identified by alumni included having excellent faculty in program areas, faculty mentoring, strong training in supervision, teaching and counseling, and the portfolio.
  - **Masters' Programs:** Strengths identified by alumni included outstanding faculty in relation to instruction and engagement with students, supportive learning environment, improvements in School Counseling program curriculum and leadership by program faculty, counseling preparation, and assistance with professional development.
- **Site Supervisors/Employers:** Overall, evaluations were very strong demonstrating outstanding components of preparing students to be counselors and counselor educators
  - **Counselor Education Doctoral Program:** Strengths identified by Supervisors/Employers included students' preparation in teaching and supervision, professional development and identity, and strong foundation related to ethics and diversity.
  - **Masters' Programs:**
    - **Clinical Rehabilitation Counseling:** Rehabilitation counseling knowledge, application of counseling and vocational knowledge.
    - **Clinical Mental Health Counseling:** Strong in diagnosis and assessment, counseling skills, and high level of professionalism.
  - **School Counseling:** Highlighted revisions to the program, strong professionalism, counseling skills related to working with diverse student populations, and counseling skills.

- **CED Annual Student Report**
  - **Students Annual Reports**
    - **Counselor Education Doctoral Program:** Students demonstrated a high level of engagement with the majority of students in the program reporting engagement in professional advocacy, research activities, and professional leadership activities. **90%** of students were meeting matriculation guidelines for program completion.
    - **Masters' Programs:** Students reported engagement in professional development activities with 35% indicating engagement in research and professional development activities with faculty. **95%** of students reported meeting program matriculation guidelines for program completion.

### **AU Graduating Students Program Evaluation**

*Graduating Students reported that they would still select Auburn and their program*

#### **Would you still go to Auburn?**

	CED (Ph. D)	CED Master's Programs
<b>Yes</b>	95%	94%

#### **Would you select the same field of study?**

	CED (Ph. D)	CED Master's Programs
<b>Yes</b>	100%	92%

#### **How would you rate your program?**

	CED (Ph. D)	CED Master's Programs
<b>Yes</b>	98% Excellent/Very Good	94% Excellent/Very Good

## Program Evaluation and Goals for Program Improvement

2018-2019

### Masters Programs

- **Program Faculty identified the goal of modifying and improving the overall method of program evaluation for student learning outcomes.** The goal is the development of a Masters portfolio that will assess student learning outcomes across the 8 CACREP foundation areas, as well as specialty competencies. The portfolio will also include indicators of skills and competencies for practicum and internship.

The Masters' Portfolio will reflect the key assessments currently used to assess student learning outcomes, allowing for a more reflective assessment of student learning over time and across courses. The Portfolio components will be assessed in classes and through a review by the student's Academic Advisor as part of the **Annual Review of Students** process in the Spring.

Students starting Fall 2018 will be the first to submit a portfolio (Spring 2020). These students will receive training in orientation courses, as well as in courses where key assessments are integrated.

- **While a 100% of students taking the CPCE passed;** Scores on the Social and Cultural Section indicated an area for program improvement. Starting Fall 2018 the program will be increasing content specific to theories and methods, professional development issues for Diversity and Multicultural Education, and application of diversity and inclusion models to the counseling process. Course syllabi will reflect these revisions starting Fall 2018.
- **The Masters' Programs Alumni Feedback indicated that Alumni reported that all areas of Training were Excellent or Good with very positive comments on training and faculty support;** Some feedback indicated an area for improvement in training related to: Preparation in Group Counseling, Research Application in Counseling, Chemical Addictions Counseling, and Orientation to Program Requirements (Program Specific)

### **Program Revisions/Improvement:**

1. Program faculty have identified key assessments and learning outcomes linked to Group Counseling. The Group Counseling course assignments are being revised and the course syllabus (Spring 2019) will reflect this change. This will also focus on all sections of the course integrating specific assessments (group leadership, group development, and group counseling evaluation).
2. The majority of students in this alumni survey pool had chemical addictions counseling competencies integrated into their curriculum. It is now a separate course

with more emphasis on counseling interventions for working with persons with chemical addiction issues, assessment, and psychopharmacology.

3. Orientation – The program faculty have reviewed the *Orientation Session* for all new students to improve the provision of program information. In addition, orientation courses specific to program areas have been reviewed to increase content on program and professional requirements.

**Supervisor/Employer Program Evaluation indicated that Supervisors/Employers rated our students as Good or Excellent in all areas:** It was noted that comments of Supervisors indicated some concerns about preparation in these areas: Group Counseling (All), Group Leadership (All), Treatment Planning and Diagnosis (CMHC and REHB), Parental Consultation and Peer Programs (School), Knowledge of Community Resources (CMHC and REHB).

**Program Revisions/Improvement:** As noted above the program is working to make curriculum changes to Group Counseling. In addition, the School Counseling Program has added 2 new courses to the curriculum and these courses address the areas highlighted by these comments. The first cohort to have completed these courses will be taking Practicum in Fall 2018.

Content on treatment planning and application of content on diagnosis will be increased at the practicum and internship levels for CMHC and REHB. Course revisions in REHB and CMHC also reflect an increase in content on community resources (reflected in syllabi revisions Fall 2018).

## **Program Outcomes and Goals: 2018-2019**

### **Counselor Education Doctoral Program**

**The Counselor Education Alumni Feedback Review of the Program indicated that Alumni reported that all areas of Training were Excellent or Good:** Some comments highlighted a desire to increase experiences and training in research and scholarship including increasing opportunities to engage in these activities.

**Program Revisions/Improvement:** Program faculty identified the development of curriculum (Research Practicum/Apprenticeship) to increase training in this area. In addition, the SERC Department Head has committed funding support for additional training on grants and research writing for doctoral students in the Department.

Program faculty also reviewed the curriculum sequence to integrate additional emphasis in this area, especially in COUN 8300, Research Design in Counseling.

**Supervisor/Employer Program Evaluation comments:** reflected that Supervisors/Employers believed our students were highly trained in counseling, supervision, and teaching. They also reported high levels of preparation related to

professional leadership, ethical practice and training related to diversity. Comments related to recommendations suggested that students could have more training on research and more publications prior to entering academic positions.

**Program Revisions/Improvement:** Program faculty identified the development of curriculum (Research Practicum/Apprenticeship) to increase training in this area. In addition, the Department Head has committed funding support for additional training on grants and research writing for doctoral students in the Department. The program is also considering overall course sequence and requirements.