

# CED Comprehensive Assessment Plan (revised 2018)

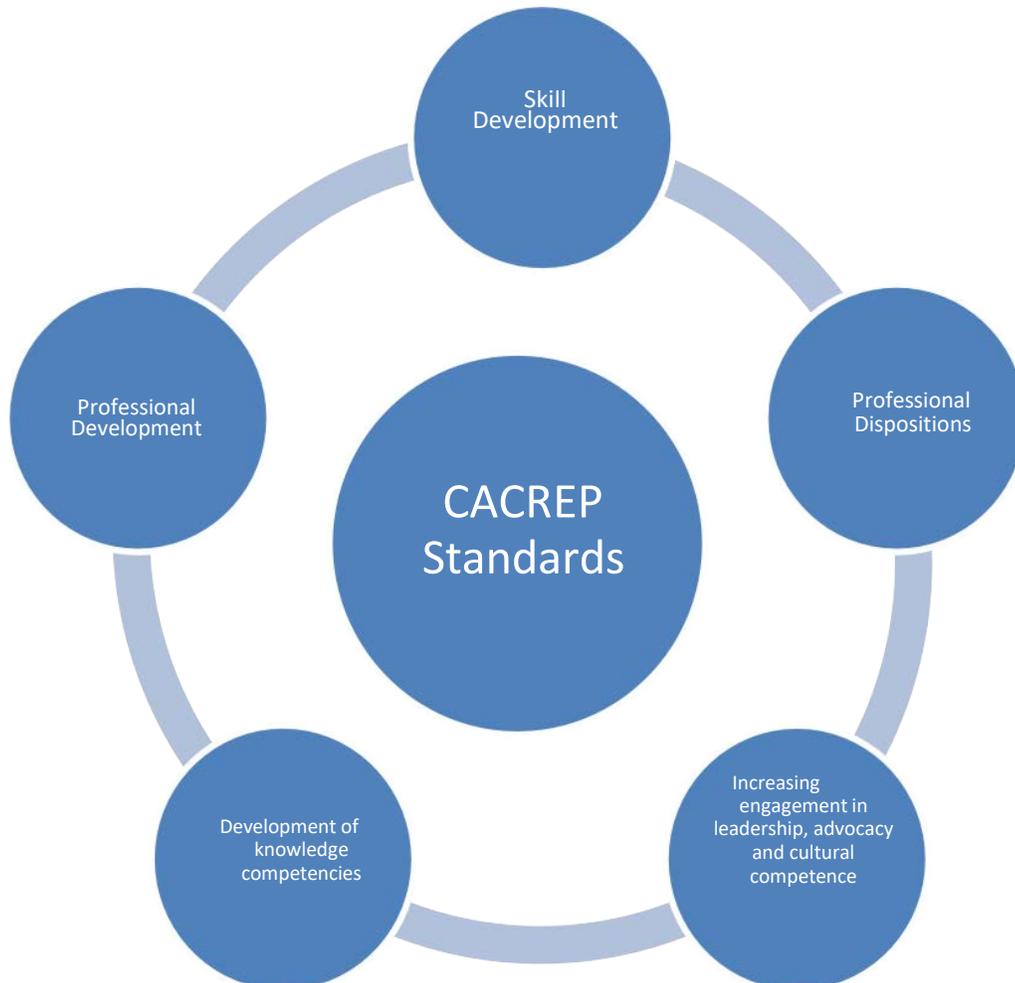
## Auburn University – Counselor Education Programs

### Counselor Education, School Counseling, Clinical Mental Health Counseling, and Clinical Rehabilitation Counseling

The goal of the *Counselor Education (CED) Comprehensive Assessment Plan* is to outline the overall assessment system and processes within the program. The CED Assessment Plan includes two major components: **Counselor Education Program Evaluation** and **Assessments of Students Learning**. The Counselor Education program integrates both summative and formative processes and methods as part of both program and student learning evaluation.

The plan provides an overview of key assessment objectives and learning indicators, assessment methods and timeline, analysis of the data, and how the data is used to for program and curriculum improvement. *The Assessment Index* provides descriptions of key assessment methods and processes.

#### CED Comprehensive Assessment Plan Model



## **Assessment Plan**

### **Counselor Education Program Evaluation**

The *Counselor Education Program Evaluation* focuses on the evaluation of program objectives including elements of student learning. In addition, the program evaluation process integrates feedback from stakeholders including: students, alumni, employers of graduates, supervisors of our students, and professionals in the institution, community, and schools (*CED Advisory Committees*). The Assessment Plan is the foundation for annual program reports and contributes to decisions about program and curriculum modifications.

A component of program evaluation is consideration of student dimensions within the program.

#### **Student Dimension Assessment:**

1. Assessment of Applicant and Admission characteristics
2. Review of current student demographic characteristics
3. Review of graduates' demographic characteristics

Student Dimension data is collected and reviewed on an annual basis. **The data is reviewed annually at two points, it is reviewed during the initial Counselor Education Faculty meeting in the Fall and then again as part of the Counselor Education Program Retreat at the end of the Spring Semester.**

#### **Students' Professional and Practice Dispositions:**

Students are assessed in the area of personal and professional dispositions as a component of the **Annual Evaluation** of students. The **Professional Dispositions Rubric** assesses disposition in the key areas of: *Academic and Professional Behavior, Diversity and Respect for Others, and Reflective Practice and Behavior*

The **CED Comprehensive Assessment Plan** focuses on identification of evaluation outcomes linked to the primary mission and objectives of the Counselor Education program:

#### **Program Mission Goal**

Develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.

#### **Program Objectives**

- Develop knowledge and skills necessary for competent professional practice
- Enhance professional identification and engagement in professional development
- Develop competent professionals with the skills, knowledge and awareness to work within a diverse society, including engagement in social justice and advocacy
- Maintain and support high quality programs in Counselor Education, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling and School Counseling.

## Program Evaluation Review and Reporting

The Counselor Education Programs engage in program evaluation and evaluation of student and program goals for the purpose of program evaluation. Program assessment data is collected across multiple times and matriculation points for students. The assessment of student learning indicators also contributes to the identification of concerns or deficits that may be addressed as part of the *CED Annual Review of Students* and as a component of the *Counselor Education Remediation and Retention Policy*.

- **Counselor Education Program Outcomes Report**
  - ✓ Provided to all students, stakeholders, applicants, and other professionals (e.g., Site Supervisors) on the Program(s) website
  - ✓ Based on assessment data collected annually and reviewed annually in Program level meetings (e.g., CED Annual Retreat)
  
- **CED Comprehensive Assessment Plan**
  - ✓ Provided to all students, stakeholders, applicants, and other professionals (e.g., Site Supervisors) on the Program(s) website
  - ✓ Based on assessment data collected annually and reviewed annually in Program level meetings (e.g., CED Annual Retreat)
  
- **CED Assessment Report Summary**
  - ✓ Developed annually, this report is used by the program faculty to summarize key assessment data
  - ✓ Assessment data may be collected annually (e.g., CED Annual Review of Students) or every two years (e.g., Alumni)
  - ✓ Reviewed annually in Program level meetings (e.g., CED Annual Retreat)
  
- **College and University Reporting**
- **Accreditation reporting**

[The Assessment Index and Assessment Timeline Tables](#) outline all assessments, assessment methods and assessment timelines. The Assessment Index provides information and descriptions of program assessment tools.

**Auburn University – Master’s Programs**  
**School Counseling, Clinical Mental Health Counseling, and Clinical  
Rehabilitation Counseling**

**Assessment of Program Goals and Objectives**

**Program Evaluation of the Counselor Education Master’s Programs focuses on assessment of the following key objectives.** The key assessment of student learning is linked to the CACREP 2016 foundation and specialty standards.

**Key Program Objectives**

1. Knowledge in key foundation areas
2. Competency in areas of counseling practice and skills
3. Teaching excellence
4. Competence of students’ engaged in field-based counseling practice
5. Engagement in advocacy (outreach) and professional development
6. Overall Program Evaluation

**Program Assessment Processes and Methods**

The key objectives are measured using varying assessment methods and at different times in the program. The following identifies the key objectives and methods used to assess outcomes for that objective, and the timeline for completing the assessment.

1. **Knowledge in key foundation areas:** Assessment of key foundation areas includes the identification and measurement of Key Learning Indicators. Key Student Learning Indicators are provided below as well as the overall assessment of these foundation areas.
  - **CED Master’s Program Portfolio (First cohort Fall 2018 – First Assessment Spring 2020)** Students admitted Fall 2017 will still be assessed through the key learning indicators (Spring 2019)
  - **CED Annual Review Rubric:** Students are assessed annually across key foundation areas that reflect CACREP (2016) standards
  - **Counselor Preparation Comprehensive Examination (CPCE):** Required **annually** as a program completion assessment for School and Clinical Mental Health Counseling (CMHC). Clinical Rehabilitation will require this assessment starting in Fall 2017
  - **National Counselor Exam:** School and CMHC completed **annually** in Spring of their 2<sup>nd</sup> year
  - **Certified Rehabilitation Counselor Exam:** Clinical Rehabilitation Counseling completed **annually** in 2<sup>nd</sup> year
2. **Competency in areas of counseling practice and skills:**
  - **Passing Introduction to Counseling Skills Course –** Completed **annually** during 1<sup>st</sup> year of enrollment

- Site Supervisors Evaluation of Interns
  - **Passing Practicum and Internship – Annually** during 2<sup>nd</sup> year of enrollment
3. **Teaching and program excellence**
    - **SERC Assessment of Faculty Teaching Evaluations – Completed every semester**
    - **Current Student Evaluation of program components**
  4. **Competence of students’ field-based counseling practice**
    - **Site Supervisors’ Evaluation of practicum and internship students- Completed annually**
  5. **Engagement in advocacy (outreach) and professional development**
    - **CED Student Annual Report – Completed Annually, Spring Semester**
      - **Engagement in Professional Development**
      - **Engagement in Research and Scholarship**
      - **Engagement in Leadership and Professional Counseling Organizations**
  6. **Overall Program Evaluation**
    - **Alumni Review of the Program – Completed every 2 years**
    - **Supervisor/Employer Program Evaluation - Completed every 2 years**
    - **Auburn University Graduates Survey – Completed annually**

### **Master’s Programs Key Student Learning Indicators**

The **Counselor Education Program Student Learning Assessment Plan** is focused on assessing student’s development of knowledge and skills reflective of the eight CACREP foundation areas and their identified specialty area. Assessment is focused on **Key Student Learning Indicators**. Assessment of student learning indicators includes assessment that is summative and formative, across time and across program requirements.

Student Learning Indicators are measure across several assessments including the CED Master’s Program Portfolio.

#### **Foundation Areas - Key Student Learning Indicators**

1. Demonstrates knowledge of counseling professional standards including ethical and legal standards
2. Demonstrates skills related to the application of ethical and legal standards to professional practice
3. Demonstrates knowledge of multicultural theories and multicultural counseling practices
4. Demonstrates skills required to apply multicultural theories and practices to professional practice
5. Demonstrates knowledge of theories and counseling practices related to human growth and development
6. Demonstrates skills required to engage in career assessment and career counseling
7. Demonstrates knowledge related to career planning and career counseling practice
8. Demonstrates knowledge of theories and models of counseling
9. Demonstrates skills necessary to establish a counseling relationship

10. Demonstrates skills necessary to apply theories and models of crisis intervention
11. Demonstrates skills needed to conduct group counseling
12. Demonstrates knowledge of group counseling models and theories
13. Demonstrates knowledge of assessment and testing theories including use of assessment tools
14. Demonstrates knowledge of program evaluation and the use of research within counseling

### **Specialty Area – Key Student Learning Indicators**

**Clinical Rehabilitation Counseling:** Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Rehabilitation Counseling

**Clinical Mental Health Counseling:** Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Mental Health Counseling

**School Counseling:** Demonstrates skills and knowledge necessary to engage in competent counseling practice in School Counseling

### **Clinical Practice Area – Key Student Learning Indicators**

#### **Key Student Learning Indicators: Foundation Areas**

1. Demonstrates knowledge of counseling professional standards including ethical and legal standards
2. Demonstrates skills related to the application of ethical and legal standards to professional practice.

#### **Assessment Methods:**

- CED Master's Program Portfolio
  - ✓ Students develop the portfolio across course experiences
  - ✓ Portfolio is submitted for review to program faculty in Spring of the student's second year of enrollment (mid-term)
  - ✓ Key learning indicators have been identified and are required in addition to student selected demonstrations and student reflections
  - ✓ Key learning indicators are evaluated within courses
- CED Master's Annual Review Rubric
  - ✓ Students are reviewed annually using the CED Annual Review Rubric
  - ✓ This assessment includes review of Dispositions
  - ✓ Students submit an Annual Review Report as part of this process, this report addresses matriculation, students engagement in advocacy, professional development and research/scholarship
- CPCE
- COE Inventory of Candidate Proficiencies:
  - ✓ Collected every semester by the COE, this data is reviewed across cohorts every 2 yrs.

3. Demonstrates knowledge of multicultural theories and multicultural counseling practices
4. Demonstrates skills required to apply multicultural theories and practices to professional practice

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric
- CPCE
- COE Inventory of Candidate Proficiencies

5. Demonstrates knowledge of theories and counseling practices related to human growth and development

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric

6. CPCE Demonstrates knowledge of theories and counseling practices related to human growth and development

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric
- CPCE

7. Demonstrates skills required to engage in career assessment and career counseling

8. Demonstrates knowledge related to career planning and career counseling practice.

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric
- CPCE

9. Demonstrates knowledge of theories and models of counseling

10. Demonstrates skills necessary to establish a counseling relationship

11. Demonstrates skills necessary to apply theories and models of crisis intervention

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric
- CPCE

12. Demonstrates skills needed to conduct group counseling

13. Demonstrates knowledge of group counseling models and theories

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric
- CPCE

14. Demonstrates knowledge of assessment and testing theories including use of assessment tools

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric
- CPCE

15. Demonstrates knowledge of program evaluation and the use of research within counseling

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric
- CPCE

### **Key Student Learning Indicators: Specialty Area**

**Clinical Mental Health Counseling:** Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Mental Health Counseling

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric
- CPCE
- NCE: This assessment is primarily a Program Evaluation assessment but is used to assess learning outcomes for CMHC

**Clinical Rehabilitation Counseling:** Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Rehabilitation Counseling

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric
- CPCE
- CRC
- NCE: While not required for this program, it is used as a Program Evaluation assessment

**School Counseling:** Demonstrates skills and knowledge necessary to engage in competent counseling practice in School Counseling

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric
- CPCE
- Praxis – Professional School Counselor
- Alabama Professional Educator Certificate requirement
- NCE: While not required for this program, it is used as a Program Evaluation assessment

**Key Student Learning Indicators: Clinical Practice**

**Practicum and Internship** (COUN 7910/20, RSED 7910/06, 7920/06)

**Assessment Methods:**

- CED Master's Program Portfolio
- CED Master's Annual Review Rubric
- Site Supervisors Evaluation

## **Auburn University – Doctoral Program: Assessment of Program Goals and Objectives**

**Program Evaluation of the Counselor Education Doctoral Program focuses on assessment of the following key objectives**

### **Key Program Objectives**

1. Knowledge in key foundation areas
2. Competency in counseling practice
3. Competency in supervision practice
4. Excellence in teaching
5. Engagement in advocacy (outreach), scholarship and professional development
6. Overall Program Evaluation

### **Program Assessment Processes and Methods**

The key objectives are measured using varying assessment methods and at different times in the program. The following identifies the key objectives and methods used to assess outcomes for that objective, and the timeline for completing the assessment.

1. **Knowledge in key foundation areas:** Assessment of key foundation areas includes the identification and measurement of Key Learning Indicators. Key Student Learning Indicators are provided below as well as the overall assessment of these foundation areas.
  - **CED Doctoral Portfolio:** Developed during time in the program and submitted during the Fall of the 3<sup>rd</sup> year
  - **CED Annual Review Rubric:** Students are assessed annually across key foundation areas that reflect CACREP (2016) standards
  - **Successful completion of Comprehensive Oral Examination** – Completion of program
  - **Successful completion of Dissertation Defense** - Completion of program
  - **Successful completion of Dissertation** - Completion of program
2. **Competency in professional practice**
  - **Site Supervisor Evaluations for Advanced Practicum** – During 2<sup>nd</sup> year of enrollment
  - **Evaluation by University and Doctoral Supervisors** - During 2<sup>nd</sup> year of enrollment
3. **Teaching and program excellence**
  - **SERC Assessment of Teaching Evaluations** – Annually
  - **Current Student Evaluation of program components** – Every 2 yrs.
  - **Evaluation of Teaching Practicum teaching experiences and/or GTA teaching experiences**

4. **Engagement in advocacy (outreach), scholarship and professional development**
  - **CED Student Annual Report – Completed Annually, Spring Semester**
  - **Engagement in Professional Development**
  - **Engagement in Research and Scholarship**
  - **Engagement in Leadership and Professional Counseling Organizations**
5. **Overall Program Evaluation**
  - **Alumni Review of the Program – Completed every 2 years**
  - **Supervisor/Employer Program Evaluation - Completed every 2 years**
  - **Auburn University Graduates Survey – Completed annually**

## **Counselor Education Doctoral - Key Student Learning Indicators**

**Counselor Education Doctoral Key Performance Indicators:** The key assessment of student learning is linked to the CACREP 2016 foundation and specialty standards.

1. Demonstrates effective counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and multiculturally competent counseling practice
2. Demonstrates knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision
3. Demonstrates knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education
4. Demonstrates knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research
5. Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession

### **Key Student Learning Indicators**

1. Demonstrates effective counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and multiculturally competent counseling practice

#### **Assessment Methods:**

- **CED Doctoral Portfolio**
  - ✓ Students develop the portfolio across course experiences
  - ✓ Portfolio is submitted for review to program faculty in Fall of the student's third year of enrollment
  - ✓ Key learning indicators have been identified and are required
  - ✓ The Doctoral Portfolio also focuses heavily on student selected artifacts/reproductions/demonstrations. This allows students to demonstrate their knowledge, growth and professional identity
  - ✓ Student reflections

- ✓ Doctoral Portfolio includes course developed artifacts as well as indicators developed by the student (e.g., research publications, presentations, teaching evaluations)

- **CED Doctoral Annual Review Rubric**

- ✓ Students are reviewed annually using the CED Annual Review Rubric
- ✓ This assessment includes review of Dispositions
- ✓ Students submit an Annual Review Report as part of this process, this report addresses matriculation, students engagement in advocacy, professional development and research/scholarship

2. Demonstrates knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision

**Assessment Methods:**

- CED Doctoral Portfolio
- CED Doctoral Annual Review Rubric

3. Demonstrates knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education

**Assessment Methods:**

- CED Doctoral Portfolio
- CED Doctoral Annual Review Rubric

4. Demonstrates knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research

**Assessment Methods:**

- CED Doctoral Portfolio
- CED Doctoral Annual Review Rubric
- COE Inventory of Candidate Proficiencies:
  - ✓ Collected every semester by the COE, this data is reviewed across cohorts every 2 yrs.
- Outsider Reader Evaluation Form
  - ✓ Completed by the AU Graduate School Outside Reader (non-SERC program faculty). This is an evaluation of the quality of the student's dissertation

5. Demonstrates skills for the engagement in professional advocacy and leadership in the counseling profession

**Assessment Methods:**

- CED Doctoral Portfolio
- CED Doctoral Annual Review Rubric

## The Assessment Index and Assessment Timeline Tables

### Assessment Methods:

#### **AU Graduate Student Program Survey:**

The AU *Graduate Student Program Survey* provides students with an opportunity to evaluate satisfaction with their programs, program administration, faculty, evaluation and overall program characteristics.

#### **CED Annual Review of Students/CED Annual Review Rubric:**

All students are evaluated annually. Students are required to submit the *Student Annual Review Report* to their advisors as part of this evaluation. This report addresses program matriculation, academic progress and student's engagement in advocacy, research, professional development and other program specific areas.

The areas reviewed are outlined for students in their Program Handbook. These areas are linked to CACREP foundation standards and specialty standards. At the Master's level this includes: Professional Orientation, Counseling, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. At the Doctoral level they include: Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy.

Students are evaluated using the *Annual Review Rubric*. Students are provided results of this evaluation within two weeks of the evaluation meeting.

#### **Dispositions:**

Assessment of students' personal and professional dispositions are assessed during the Annual Review Process. Dispositions across these areas are assessed: Academic and Professional Behavior, Diversity and Respect for Others, and Reflective Practice and Behavior

#### **Counselor Preparation Comprehensive Examination (CPCE):**

The CPCE is a standardized exam to assess graduate counseling students' knowledge of counseling foundation areas. The CPCE covers the eight common-core areas defined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016).

#### **NCE – National Counselor Exam:**

This exam is taken by CMHC and School students during their final semester in the program. Administration occurs in the Spring semester through the AU Testing Center. Students' scores are reviewed as part of the assessment of program evaluation outcomes.

#### **Praxis II 0421 Professional School Counselor Exam:**

This exam is required of all students in the School Counseling program. This exam also meets program requirements for matriculation in the program as well as certification requirements for the Alabama State Department.

### **CED Doctoral Portfolio:**

The portfolio is a selective, reflective, and collaborative collection of evidence used to document an individual's development and accomplishments. The development of the portfolios is ongoing and includes materials sampled across time, integrates required components and student selected components, demonstrations of professional development, and clinical experiences. The Portfolio Competency Areas reflect CACREP 2016 Competency Areas. **CED Doctoral Portfolio Competency Areas:** Teaching, Clinical Supervision, Research and Scholarship, Counseling Practice, and Leadership and Advocacy

### **College of Education - Inventory of Candidate Proficiencies:**

This survey is focused on assessing students' competencies and professional dispositions. It is completed at the completion of students' degree program. This includes the College of Education Dissertation Evaluation Rubric.

### **CED Advisory Committee:**

Every two years the Counselor Education programs conduct a meeting of the *CED Advisory Committee*. The Advisory Committee consists of current student representatives, program alumni, current Site Supervisors, and community level stakeholders. The Advisory Committee provides feedback on the CED programs, training, quality of student preparation, and on identified professional development issues.

### **Alumni Survey:**

Every two years all CED programs conduct a survey of alumni. This survey focuses on the assessment by alumni of their training, educational and counseling preparation, and overall assessment of the program. This also includes their recommendations for the program.

### **Supervisor/Employer Survey:**

Every two years all CED programs conduct a survey of Site Supervisors and Employers of Alumni. This survey focuses on the evaluation of the program's graduates and the program preparation of counselors and counselor educators to engage in professional practice. This survey focuses on the assessment by alumni of their training, educational and counseling preparation, and overall assessment of the program. This also includes their recommendations for the program.

All Assessments corresponding to Practicum and Internship are described in the program-level *Professional Experiences Handbooks*

## Auburn University Assessment Plan - Timeline

### Masters' Programs Clinical Rehabilitation Counseling, School Counseling, & Clinical Mental Health Counseling

Assessment - Key Objectives	Assessment	Timeline
<p><b>Student Dimension Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment of Applicant and Admission characteristics</b></li> <li>• <b>Review of current student demographics</b></li> <li>• <b>Review of graduates' demographic characteristics</b></li> </ul>	<p><b>Admissions and student demographics</b></p> <ul style="list-style-type: none"> <li>• Provided through applicant review</li> <li>• Current and graduate data provided by College of Education Director of Assessment and Evaluation</li> </ul>	<p>Reviewed during the first CED faculty meeting</p> <ul style="list-style-type: none"> <li>• <b>Annually Fall</b></li> </ul> <p>Reviewed during the CED Annual Review</p> <ul style="list-style-type: none"> <li>• <b>Annually Spring</b></li> </ul>
<p><b>Assessment of Student Dispositions</b></p>	<p><b>CED Master's Annual Review Rubric – Dispositions:</b> this rubric includes the assessment of program identified dispositions</p>	<p><b>CED Masters' Annual Review and Evaluation of Students –</b></p> <ul style="list-style-type: none"> <li>• <b>Annually Spring</b></li> </ul>
<p><b>1. Key Student Learning Indicators:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge of counseling professional standards including ethical and legal standards</li> <li>2. Demonstrates skills related to the application of ethical and legal standards to professional practice</li> <li>3. Demonstrates knowledge of multicultural theories and multicultural counseling practices</li> <li>4. Demonstrates skills required to apply multicultural theories and practices to professional practice</li> </ol>	<p><b>CED Master's Program Portfolio</b></p> <p><b>CED Masters Annual Review Rubric:</b> assesses competencies across key assessment areas</p> <p><b>CPCE Exam</b></p>	<p><b>Developed during course work and submitted Spring 2<sup>nd</sup> yr of enrollment</b></p> <p><b>CED Masters' Annual Review and Evaluation of Students –</b></p> <ul style="list-style-type: none"> <li>• <b>Annually Spring</b></li> </ul> <p><b>CPCE - prior to start of Spring Semester, 2<sup>nd</sup> yr.</b></p>

<b>Assessment - Key Objectives</b>	<b>Assessment</b>	<b>Timeline</b>
<ol style="list-style-type: none"> <li>5. Demonstrates knowledge of theories and counseling practices related to human growth and development</li> <li>6. Demonstrates skills required to engage in career assessment and career counseling</li> <li>7. Demonstrates knowledge related to career planning and career counseling practice</li> <li>8. Demonstrates knowledge of theories and models of counseling</li> <li>9. Demonstrates skills necessary to establish a counseling relationship</li> <li>10. Demonstrates skills necessary to apply theories and models of crisis intervention</li> <li>11. Demonstrates skills needed to conduct group counseling</li> <li>12. Demonstrates knowledge of group counseling models and theories</li> <li>13. Demonstrates knowledge of assessment and testing theories including use of assessment tools</li> <li>14. Demonstrates knowledge of program evaluation and the use of research within counseling</li> </ol>		
<p><b>Key Student Learning Indicators:</b></p> <p><b>Clinical Mental Health Counseling:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates skills and</li> </ul>	<p><b>CED Master’s Program Portfolio</b></p> <p><b>CED Masters Annual Review Rubric:</b> assesses competencies across key assessment areas</p>	<p><b>Developed during course work and submitted Spring 2<sup>nd</sup> yr of enrollment</b></p> <p><b>CED Masters’ Annual</b></p>

<b>Assessment - Key Objectives</b>	<b>Assessment</b>	<b>Timeline</b>
<p>knowledge necessary to engage in competent counseling practice in Clinical Mental Health Counseling</p> <p><b>Clinical Rehabilitation Counseling:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Rehabilitation Counseling</li> </ul>	<p><b>CPCE Exam</b></p> <p><b>Additional Indicators: CRC for Clinical Rehabilitation</b></p>	<p><b>Review and Evaluation of Students –</b></p> <ul style="list-style-type: none"> <li>• <b>Annually Spring</b></li> </ul> <p><b>CPCE - prior to start of Spring Semester, 2<sup>nd</sup> yr.</b></p> <p><b>CRC: Prior to graduation – internship semester</b></p> <p><b>NCE: Spring second year of enrollment</b></p>
<p><b>School Counseling</b></p> <ul style="list-style-type: none"> <li>• Demonstrates skills and knowledge necessary to engage in competent counseling practice in School Counseling</li> </ul>	<p><b>NCE for all Masters' students –</b> required for School Counseling (within certification req), recommended for other programs</p>	
<p><b>2. Competency in areas of counseling practice and skills</b></p>	<p><b>Course Key Assessments:</b></p> <ul style="list-style-type: none"> <li>• <b>Passing Introduction to Counseling Practice</b></li> <li>• <b>Passing Practicum</b></li> <li>• <b>Passing Internship</b></li> </ul> <p><b>Site Supervisor Evaluation of Interns</b></p>	<p><b>Scheduled during these semesters of enrollment</b></p> <ul style="list-style-type: none"> <li>• <b>First yr.</b></li> <li>• <b>Second yr.</b></li> </ul> <p><b>Site Supervisor Evaluation:</b></p> <ul style="list-style-type: none"> <li>• <b>During Internship enrollment</b></li> </ul>
<p><b>3. Teaching and program excellence</b></p>	<p><b>SERC Assessment of Teaching Evaluations</b></p> <p><b>Current Student Program Evaluation</b></p>	<p>Conducted Annually and include <b>Auburn University Teaching Evaluations</b></p> <p>Conducted on a <b>2 yr. cycle</b> (Fall 2019)</p>

<b>Assessment - Key Objectives</b>	<b>Assessment</b>	<b>Timeline</b>
<b>4. Competence of students' field – based counseling practice</b>	<b>Site Supervisor Evaluation of Interns</b>	<b>Site Supervisor Evaluation:</b> <ul style="list-style-type: none"> <li>• <b>During Internship enrollment</b></li> </ul>
<b>5. Engagement in advocacy and professional development</b>	<b>CED Student Annual Report:</b> submitted as part of the CED Annual Student Review , students report on engagement in the following areas:  <ul style="list-style-type: none"> <li>• Professional Development Activities</li> <li>• Research and Scholarship</li> <li>• Leadership and Professional Development (Counseling Organizations)</li> </ul>	<b>Submitted to Academic Advisor</b> and reviewed by all program faculty during the CED Annual Review  <ul style="list-style-type: none"> <li>• <b>Annually Spring</b></li> </ul>
<b>6. Overall Program Evaluation</b>	<b>Alumni Review of the Program Supervisor/Employer Program Evaluation</b>  <b>Auburn University Graduates Survey</b> <ul style="list-style-type: none"> <li>• Would you attend Auburn again</li> <li>• Would select same field of study</li> <li>• How would you rate your program</li> </ul>	<b>Conducted in May – August, 2 yr. cycle</b>  <b>Conducted in May – August, 2 yr. cycle</b>  <b>Collected every semester among graduating students</b> – summarized on an annual basis

# Auburn University Assessment Plan – Timeline

## Doctoral Program

Assessment - Key Objectives	Assessment	Timeline
<b>Student Dimension Assessment:</b> <ul style="list-style-type: none"> <li>• <b>Assessment of Applicant and Admission characteristics</b></li> <li>• <b>Review of current student demographics</b></li> <li>• <b>Review of graduates demographic characteristics</b></li> </ul>	<b>Admissions and student demographics</b> <ul style="list-style-type: none"> <li>• Provided through applicant review</li> <li>• Current and graduate data provided by College of Education Director of Assessment and Evaluation</li> </ul>	Reviewed during the first CED faculty meeting – <ul style="list-style-type: none"> <li>• <b>Annually Fall</b></li> </ul> Reviewed during the CED Annual Review - <ul style="list-style-type: none"> <li>• <b>Annually Spring</b></li> </ul>
<b>Assessment of Student Dispositions</b>	<b>CED Annual Review Rubric – this rubric includes the assessment of program identified dispositions</b>	<b>CED Annual Review and Evaluation of Students –</b> <ul style="list-style-type: none"> <li>• <b>Annually Spring</b></li> </ul>
<b>1. Knowledge in key foundation areas</b>	<b>CED Annual Review Rubric – Counselor Education:</b> assesses competencies across key assessment areas  <b>Successful Completion of AU Comprehensive Oral Examination</b> <ul style="list-style-type: none"> <li>• <b>CED Doctoral Portfolio</b></li> <li>• <b>AU Oral Comprehensive Exam</b></li> </ul> <b>Successful Completion of Dissertation Defense</b> <ul style="list-style-type: none"> <li>• <b>AU Graduate School Outside Reader Dissertation Evaluation Form</b></li> </ul>	<b>CED Annual Review and Evaluation of Students –</b> <ul style="list-style-type: none"> <li>• <b>Annually Spring</b></li> </ul> <b>CED Doctoral Portfolio</b> <ul style="list-style-type: none"> <li>• <b>Completed Fall of 3<sup>rd</sup> or 4<sup>th</sup> yr.</b></li> <li>• <b>Student must pass 4 or the 5 sections with overall scores of competent</b></li> <li>• <b>Student must pass oral defense of portfolio</b></li> </ul> <b>Completion of Student’s Program</b>

Assessment - Key Objectives	Assessment	Timeline
	<p><b>Successful Completion of Dissertation</b></p>	<p><b>Completion of Student's Program</b></p>
<p><b>2. Competency in professional practice</b></p>	<p><b>Passing COUN 8910 Advanced Counseling Practicum</b></p> <ul style="list-style-type: none"> <li>• <b>Site Supervisors Evaluation for Advanced Practicum</b></li> </ul> <p><b>Passing Supervision Practicum</b></p> <p><b>Evaluation of University (when CED Doctoral Student and Doctoral Supervisors (COUN 8910 Supervision Practicum))</b></p>	<p><b>COUN 8910-course grade</b></p> <ul style="list-style-type: none"> <li>• <b>Spring of First Year of Enrollment</b></li> <li>• <b>Site Supervisors Evaluation required in the course</b></li> </ul> <p><b>COUN 8910-course grade (Supervision Practicum)</b></p> <ul style="list-style-type: none"> <li>• <b>Fall of Second Year of Enrollment</b></li> </ul> <p><b>Students may engage in Supervision during Supervision Practicum and CED Doctoral Internship</b></p>
<p><b>3. Teaching and program excellence</b></p>	<p><b>Passing COUN 8910 – Teaching Practicum</b></p> <p><b>SERC Assessment of Teaching Evaluations</b></p> <p><b>Current Student Program Evaluation</b></p>	<p><b>Summer of 1<sup>st</sup> yr. of enrollment but students can take additional practicums</b></p> <p>Conducted Annually and include <b>Auburn University Teaching Evaluations</b> Conducted on a <b>2 yr. cycle</b> (Fall 2019)</p>

<b>Assessment - Key Objectives</b>	<b>Assessment</b>	<b>Timeline</b>
<p><b>4. Engagement in advocacy, scholarship and professional development</b></p>	<p><b>CED Student Annual Report:</b> submitted as part of the CED Annual Student Review , students report on engagement in the following areas:</p> <ul style="list-style-type: none"> <li>• Professional Development Activities</li> <li>• Research and Scholarship</li> <li>• Leadership and Professional Development (Counseling Organizations)</li> </ul>	<p><b>Submitted to Academic Advisor</b> and reviewed by all program faculty during the CED Annual Review</p> <ul style="list-style-type: none"> <li>• <b>Annually Spring</b></li> </ul>
<p><b>6. Overall Program Evaluation</b></p>	<p><b>Alumni Review of the Program</b></p> <p><b>Supervisor/Employer Program Evaluation</b></p> <p><b>Auburn University Graduates Survey</b></p> <ul style="list-style-type: none"> <li>• Would you attend Auburn again</li> <li>• Would select same field of study</li> <li>• How would you rate your program</li> </ul>	<p><b>Conducted in May – August, 2 yr. cycle</b></p> <p><b>Conducted in May – August, 2 yr. cycle</b></p> <p><b>Collected every semester among graduating students</b> – summarized on an annual basis</p>