

Auburn University – Counselor Education Programs

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

CEC Comprehensive Assessment Process

The goal of the *Counselor Education (CED) Comprehensive Assessment Plan* is to outline the overall assessment system and processes within the program. The Counselor Education program integrates both summative and formative processes and methods as part of both program and student learning evaluation.

The *CEC Comprehensive Assessment Process* focuses on a systematic evaluation of program objectives and key student learning outcomes. 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 (*CEC Advisory Committees*). The Assessment Plan is the foundation for annual program reports and contributes to decisions about program and curriculum modifications.

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.

In addition, the program focuses on **assessment of key learning indicators** reflective of professional standards (CACREP, 2016). These indicators are measured during courses, as part of the annual evaluation process and follow up surveys from alumni, employers, site supervisors, program completer evaluations and the CED Advisory Committee. In addition, the Master's programs use certification and professional evaluations including the CPCE, CRC, School Counselor Praxis, and among students completing the NCE. At the doctoral level assessments include evaluation of Doctoral Portfolio, Graduate Oral Comprehensive Exam and Dissertation Defense.

These learning indicators include:

Masters' Foundation - 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

Counselor Education Doctoral 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
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

The program also focuses on assessment and evaluation of students' development of critical counseling and professional skills. At the Doctoral level this includes teaching, counseling, research, supervision, and leadership/advocacy. Skill attainment is measured by Site Supervisor and University Supervisor Evaluations, Site Supervisor and Employer follow-up surveys. At the doctoral level this includes supervisors of teaching, counseling and supervision activities as well as research competencies (Outside Reader Evaluation, Dissertation completion)

The program also emphasizes the development of social justice, advocacy, and diversity professional practices. This includes the engagement in professional development, legal and ethical behavior, and professional identity. This is assessed annually in all programs as part of the Annual Evaluation Report students complete, which reflects their engagement in these activities.

The assessment policies and processes are supervised through program coordination and the CED Assessment Committee:

- Dr. Heather Delgado – CACREP Liaison and Assessment Committee Chair
- Dr. Nancy Thacker
- Dr. Julie Hill
- Dr. Margie Taylor
- Dr. Jamie Carney

Masters' Program Evaluation Assessments

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**
 - **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 2nd year
 - **Certified Rehabilitation Counselor Exam:** Clinical Rehabilitation Counseling completed **annually** in 2nd year
- 2. Competency in areas of counseling practice and skills**
 - **Passing Introduction to Counseling Skills Course** – Completed **annually** during 1st year of enrollment
 - **Site Supervisors Evaluation of Interns**
 - **Passing Practicum and Internship** – **Annually** during 2nd 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**

Doctoral Program Evaluation Assessments

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

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.

1. **Knowledge in key foundation areas**
 - **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**
 - **Passing Advanced Counseling Practicum – During 1st year of enrollment**
 - **Site Supervisor Evaluations for Advanced Practicum – During 2nd year of enrollment**
 - **Passing Supervision Practicum During 2nd year of enrollment**
 - **Evaluation of University and Doctoral Supervisors During 2nd year of enrollment**
3. **Teaching and program excellence**
 - **SERC Assessment of Teaching Evaluations – Annually**
 - **Current Student Evaluation of program components**
 - **Passing Teaching Practicum – Students may complete during 2nd or 3rd year of enrollment**
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**

Program Evaluation Process

Program Evaluation data is collected at specific times throughout the program (summative and formative) and includes multiple levels of assessment and types of assessment. This process integrates the use of data, assessments, and feedback to assess overall program strengths and areas for programmatic improvement. This guides our process of programmatic modifications:

- 1) Collect data from Alumni, Current Students, Employers, Supervisors and to provide oversight of program effectiveness in meeting program goals and objectives
- 2) Integrate University and College of Education assessment data to examine areas of program strengths, key learning indicators and program outcomes. This includes evaluation of program areas from graduating students.
- 3) Review course level assessments to examine outcomes for student learning and faculty effectiveness.
- 4) Discuss and consider faculty feedback as provided during the Faculty Annual Retreat and program meetings.
- 5) Review student assessment data including the Annual Review process and program level student remediation to identify critical elements related to student's experiences in the program. This includes assessment of student dispositions.
- 6) Collect and review feedback and input provided through our CED Advisory Committee meetings.
- 7) Review and modify program areas to address changes in professional (CACREP), state (AL State Department), or organizational standards as required.
- 8) Collect and review all program data pertaining to applicant characteristics, admissions/enrollment, student matriculation, employment, and retention.
- 9) Review student matriculation and transition data (Annual Review process), including students' engagement in social justice, advocacy, diversity, and professional development experiences.
- 10) Collect data from clinical practice courses, including supervisor evaluations, student's evaluation of sites, and student evaluation of supervision to assess outcomes related to the development of professional and counseling skills
- 11) Use this data, across these areas, to make modifications, program revisions, or other areas of program improvement.

Counselor Education Program Modifications Based on Assessment Process

The Counselor Education programs implemented the following program level changes, modifications, and revisions during the 2019-2020 academic year.

- A. The Program brought in a Consultant to provide the Assessment Committee with training and consultation on the review and revision of the Program Assessment Plan and process
 - 1. Assessment Committee reviewed student outcome data including program and institutional data and professional standards to prepare for the consultation
 - 2. Assessment Committee gathered program and faculty data to highlight areas for revision, this included feedback during Faculty meetings and the Annual Faculty Retreat.

Based on this information and the consultation the Programs made significant revisions to the Assessment Plan and process:

- 1. The Assessment Committee working with program faculty reviewed and identified key learning indicators reflective of new program objectives.
 - a. This included identification of indicators, courses, and then development of assessment tools
 - b. The Committee *developed new key learning indicators and objectives for all programs and assessment rubrics*
 - 2. The Assessment Committee worked, with program faculty responsible for clinical courses, to revise all assessment tools (e.g., supervisor evaluations, logs) to reflect new program objectives
 - 3. The Assessment Committee worked to modify the Annual Review Process and form to focus on assessing new program objectives, mission, and dispositions.
 - 4. The Assessment Committee modified and revised the CED Programs' Assessment Plan
 - 5. The Assessment Committee also reviewed alternative assessment programs to manage the assessment process with the goal of having one program to manage all assessment data. Tevera was identified as this program with training to start Spring 2020 and implementation in Fall 2020 and Spring 2021.
- B. As part of the assessment plan revisions the program faculty reviewed the Program Mission Statement and revised to be more reflective of program values and goals.
 - C. Based on Doctoral student feedback (Annual Evaluation process, Student Reports), and data from the Auburn University Graduating Student Evaluation (engagement in research, preparation for teaching) the program developed and implemented new formal course content for the Teaching Practicum and Research Practicum courses
 - D. Based on enrollment data and feedback from program applicants the School Counseling and CMHC programs moved forward on submitting program proposals for approval (AU, ACHE) for parallel online options for their programs.
 - E. The CED Doctoral Portfolio was reviewed by program faculty and revised to be more reflective of professional standards and more reflective of program mission.
 - F. The Program Faculty reviewed data on the effectiveness of program-wide assessment processes to effectively measure students learning outcomes and skill development.
 - a. Based on this discussion and review of supervisor evaluations the program decided to drop the CPCE as the assessment tool for measuring student learning across all program areas.
 - b. Spring 2020 will be the last semester this will be used as a summative assessment Dropping NCE – a summative MS portfolio will be implemented during student's internship course