

Auburn University – Counselor Education Programs
*Counselor Education- Doctoral, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling,
and School Counseling*

CED Comprehensive Assessment Plan Model



CED COMPREHENSIVE ASSESSMENT PLAN

The goal of the *Counselor Education (CED) Comprehensive Assessment Plan* (CACREP Section 2) is to outline the overall assessment system and processes within the program. The plan includes both summative and formative processes and methods

This plan includes the identification of assessment and evaluation indicators, outcomes, assessment measures, and assessment processes. The plan also outlines the process for evaluation, monitoring, and reporting on outcomes related to these measures. This includes outlining the engagement of students, faculty, and community partners (e.g., Alumni, Supervisors, Employers, and institutional review processes). The plan also addresses assessment planning, review of assessment data, and how the assessment data guides and contributes to program planning, revisions, and modifications.

ANNUAL REPORT

A significant part of the CED Program Comprehensive Plan is the distribution of assessment data and outcomes. The following sections of the plan illustrate the components of the plan (e.g., assessments), timelines for data collection, and minimum thresholds for outcomes as determined by program faculty. The plan also includes an outline of when and how the assessment data is reviewed and incorporated into programmatic modifications, revisions and development.

A key element of the assessment process is the distribution of the assessment process.

Annual Report

- On an annual basis the program develops and posts (on the program website) an Annual Report. In addition, Community Partners and students are notified through email of the report. The report reflects the components of our CED Comprehensive Assessment Plan. This includes all aspects of the plan:
 - Program Objectives (academic quality indicators)
 - Student Learning Outcomes (KPIs)
 - Dispositions
 - Aggregate Assessment of Student Success
 - Graduate Outcomes
 - Components of Diverse Learning Community data
 - Fieldwork Placement Thresholds
 - Evaluation by Alumni/Employers/Supervisors is completed every two years and included in the report

Student Assessments: **Student Learning Outcomes and Dispositions:** As noted this data is collected annually. It is also included and discussed as part of the **Annual Review of Students** meeting in the Spring. All program faculty participate in this meeting. Data from this review is reported in aggregate format in the Annual Report. In addition, students are provided with their individual results from their Advisors through email (designated as the official means of student communication at Auburn University). The processes for addressing issues and concerns from this review are outlined in the **CED program Student Retention, Remediation, and Dismissal Policy** located in the program handbooks.

Additional data and assessments are completed per changes in the program, including full-time faculty and related retention rates.

CED Program Goal and Mission

The primary mission of the CED programs (CED, CMHC, SC, CRC) is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area. The program's focus is on the development of competencies addressing biopsychosocial, environmental, educational, and systemic barriers to mental health and wellness. Students engage in challenging educational and counseling practice experiences focused on enhancing their skills and knowledge with an emphasis on culturally sustaining practice. Further, the department seeks to foster an egalitarian culture in which individual creativity, ethical behavior, professional identity, and scholarship are reinforced and nurtured across all programs. A central foundation of this mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program's understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices.

These principles are in alignment with our professional, ethical, and accreditation standards including Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association's Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

Program Objectives – Academic Quality Indicators

The following outline Academic Quality Indicators that are reflective of the program objectives. These objectives are linked to the CED Program Mission. In addition to reflecting professional standards and the Program's mission, the objectives and all program-level assessments have been developed in conjunction with faculty, community partners, and other stakeholders including students. The following chart outlines: the Assessments, Timeline for Data Collection, Timeline for Data Review, and Minimum Thresholds.

Master's Programs

1. Students will demonstrate knowledge, awareness, and skills necessary for competent and ethical professional practice.
2. Students will demonstrate the skills, knowledge, and awareness to work within a diverse, multicultural, and global society.
3. Students will demonstrate the professional behavior, skills, and knowledge necessary for competent practice. This includes practice within their area of specialization (CRC, CMHC, SC).

Doctoral Program

1. Students will demonstrate knowledge, awareness, and skills necessary for competent and ethical

- professional practice.
2. Students will demonstrate the skills, knowledge, and awareness to work within a diverse, multicultural, and global society.
 3. Students will demonstrate the professional behavior, skills, and knowledge necessary for competent practice within counselor education including:
 - Teaching
 - Research
 - Counseling
 - Supervision
 - Leadership and Advocacy

INDIVIDUAL STUDENT LEARNING AND ASSESSMENT PLAN (KPIs)

The **Counselor Education Program Student Learning and Assessment Plan** assesses student's individual development of knowledge and skills reflective of the eight CACREP foundation areas and their identified specialty area (2.C.1). The assessment is focused on **Key Performance Indicators**. Assessment of key performance indicators includes assessment that is summative and formative, across time and across program requirements.

Students are also assessed in relation to identified **professional dispositions** (2.C.2.). Professional dispositions are assessed at multiple points during the course of the program, including annually as part of the ***CED Annual Review of Students***. Information about students' individual assessment of knowledge, skills, and dispositions (2.C.1, 2.C.2) is provided through academic and counseling practice assessments (per semester) and annually as part of the ***CED Annual Evaluation of Students***.

Policies pertaining to these processes are contained in the program handbooks. As outlined in these handbooks, ***students are provided with a copy of their Individual Student Evaluation after the CED Annual Evaluation of Students***. This evaluation contains the assessment of dispositions and program effectiveness objectives (i.e., Professional Knowledge and Skills). Students can respond to this evaluation with their Advisor/Chair.

The assessment of key performance 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, Retention, and Dismissal Policy***.

Program learning outcomes are also considered and reviewed annually by the program and shared with stakeholders through the ***CED Advisory Committee Meeting***, through COE level and University level assessments, and program reports posted annually on our website.

Master’s Programs – Student Individual Learning Assessment Indicators (2.C.1)

Foundation – Master’s Key Performance Indicators

1. Understands ethical and legal standards relevant to professional counseling (3.A.).
2. Demonstrates awareness and skills necessary for culturally sustaining practice (3.B.).
3. Demonstrates knowledge of theories and counseling practices related to lifespan development (3.C.).
4. Demonstrates knowledge related to career theories and counseling practice (3.D.).
5. Demonstrates knowledge and skills needed for facilitating counseling relationships (3.E.)
6. Demonstrates knowledge and skills needed to conduct group counseling and group work (3.F.).
7. Demonstrates knowledge and skills related to assessment and diagnostic processes in counseling (3.G.).
8. Demonstrates knowledge of program evaluation and use of research within counseling (3.H.).

Specialty Area – Key Performance 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.

Master’s Assessment Plan Table

3.A. Understands ethical and legal standards relevant to professional counseling			
Key Performance Indicator	*Timing of Review	**Assessment	Minimum Outcome Benchmarks
COUN 7400 Orientation to the Profession of Counseling: Ethical and Legal Case Study Group Project	1 st year Fall Semester	COUN 7400 Group Project Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7910 Practicum: Site & University Supervisor Final Evaluation	2 nd year Spring Semester	COUN 7910 Final Practicum Evaluation – Ethics Section: Site Supervisor & Individual University	80 % Meets Expectations
3.B. Demonstrates awareness and skills necessary for culturally sustaining practice.			
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks

COUN 7330 Counseling Diverse Populations: Cultural Interview	1 st year Spring Semester	COUN 7330 Cultural Interview Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7250 Adv. Assessment and Diagnosis in Counseling: Cultural Bias in Diagnosis Case Conceptualization	1 st year Spring Semester: SC, CMHC 1 st year Summer Semester: CRC	COUN 7250 Cultural Bias in Diagnosis Case Conceptualization Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7920 Internship: Site Supervisor Final Evaluation	2 nd year Spring Semester	COUN 7920 Internship Final Evaluation: Culturally Sustaining Practice Section: Site Supervisor	80 % Meets Expectations

3.C. Demonstrates knowledge of theories and counseling practices related to lifespan development.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 7310 Lifespan Development: Developmental Theory Paper	1 st year Summer Semester: SC/CMHC 2 nd year Summer Semester: CRC	COUN 7310 Lifespan Developmental Theory Paper Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7240 Counseling Children and Adolescents: Case Conceptualization Project	2 nd year Fall Semester SC, CMHC	COUN 7240 Child and Adolescent Paper Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7950 Emerging Adulthood & Transition: Emerging Adulthood Interview Paper	1 st year Spring Semester CRC	COUN 7950 Emerging Adulthood Paper Rubric: Faculty Instructor	80 % Meets Expectations

3.D. Demonstrates knowledge related to career theories and counseling practice.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
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COUN 7230 Career Development and Vocational Appraisal: Career Counseling Theory Self-Assessment	2nd Year Fall Semester CMHC, SC	COUN 7230 Career Theory Self-Assessment Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7360 Advanced Counseling Practice: Career Counseling Assessment Project	2nd year Spring Semester CMHC	COUN 7360 Career Counseling Assessment Project Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7460 Leadership and Advocacy for School Counselors: College and Career Readiness Project	2 nd year Spring Semester SC	COUN 7460 College and Career Readiness Project Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7110 Occupational, Career and Placement Services: Vocational Profile	1 st year Summer Semester CRC	COUN 7110 Vocational Profile Rubric: Faculty Instructor	80 % Meets Expectations
COUN7520 Intro. to Rehabilitation and Case Management in Rehabilitation Counseling: Case Analysis Study-IPE Development	1 st year Fall Semester CRC	COUN 7520 Case Analysis-IPE Development Assignment Rubric: Faculty Instructor	80% Meets Expectations
3.E. Demonstrates knowledge and skills needed for facilitating counseling relationships.			
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 7350 Introduction to Counseling Practice (Skills): Session D – Final Practice Session	1 st year Spring Semester	COUN 7350: Session D – Final Practice Demonstration Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7320 Counseling Theory: Theories Intervention Group Project & Presentation	1 st year Fall Semester	COUN 7320: Counseling Theories Group Project & Presentation Rubric: Faculty Instructor	80 % Meets Expectations

COUN 7910 Practicum: Individual and Site Supervisor Final Evaluation	2 nd year Fall Semester	COUN 7910: Individual University & Site Supervisor Final Evaluation: Counseling Skills and Knowledge Section: Site Supervisor and Individual University Supervisor	80 % Meets Expectations
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3.F. Demonstrates knowledge and skills needed to conduct group counseling and group work.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 7340 Group Counseling: Counseling Leadership Plan and Facilitation	1 st year Summer Semester CMHC, SC 1 st year Spring Semester CRC	COUN 7340: Counseling Leadership Plan and Facilitation Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7920 Internship: School Counseling Group Plan	2 nd year Spring Semester SC	COUN 7920: Internship (SC): Group Plan Rubric: Group Supervisor (Faculty Instructor)	80 % Meets Expectations
COUN 7920 Internship: Group Leadership & Group Evaluation Assignment (CMHC, CRC)	2 nd year Spring Semester CRC, CMHC	COUN 7920: Internship (CRC, CMHC) Group Leadership & Group Evaluation Assignment Rubric: Group Supervisor (Faculty Instructor)	80 % Meets Expectations

3.G. Demonstrates knowledge and skills related to assessment and diagnostic processes in counseling.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 7250 Adv. Assessment and Diagnosis in Counseling:	1 st year Spring Semester	COUN 7250: Final Case Study Assignment Rubric: Faculty Instructor	80 % Meets Expectations

Final Case Study Assignment	SC, CMHC 1 st year Summer Semester CRC		
COUN 7200: Intro to Measurement and Assessment: Interpretation Role Play	1 st year Summer Semester SC/CMHC	COUN 7200: Assessment Role Play Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7130 Vocational Evaluation: Vocational Evaluation Assignment	1 st year Spring Semester: CRC	COUN 7130: Vocational Evaluation Course Assignment Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7920 Internship: Site Supervisor Final Evaluation	2 nd year Spring Semester	COUN 7920: Internship: Final Site Supervisor Evaluation: Counseling Skills and Knowledge Section	80 % Meets Expectations
3.H. Demonstrates knowledge of program evaluation and use of research within counseling.			
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
ERMA 7200 Basic Methods in Educational Research: Research Proposal	1 st year Fall Semester SC, CMHC 2 nd year Fall Semester CRC	ERMA 7200: Research Proposal Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7910 Practicum: Case Presentation: Application of Counseling and Research Skills (CMHC, SC)	2 nd year Fall Semester SC, CMHC	COUN 7910: Oral Case Conceptualization Summary Rubric: Faculty Instructor	80 % Meets Expectations

COUN 7910 Practicum: Classroom Guidance Instruction (SC)	2 nd year Fall Semester SC	COUN 7910: Classroom Guidance Instruction Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7110 – Research Article Presentation (CRC)	1 st year Summer Semester CRC	COUN 7110: Research Article Presentation Rubric: Faculty Instructor	80 % Meets Expectations

5.C. - Clinical Mental Health Counseling: Demonstrates skills and knowledge necessary to engage in Clinical Mental Health Counseling.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 7410 Orientation to Clinical Mental Health Counseling: Human Service Organization Review Project	1 st year Fall Semester	COUN 7410: Human Service Organization Review Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7920 Internship: Site Supervisor Final Evaluation	2 nd year Spring semester	COUN 7920: Site Supervisor Final Evaluation- CMHC section: Site Supervisor	80 % Meets Expectations

5.D. – Clinical Rehabilitation Counseling: Demonstrates skills and knowledge necessary to engage in Clinical Rehabilitation Counseling

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 7520 - Introduction to Rehabilitation and Case Mgt. in Rehabilitation Counseling: Case Analysis Study – Information Processing	1 st year Fall Semester	COUN 7520: Case Analysis Study – Information Processing Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7920 Internship: Site Supervisor Final Evaluation	2 nd year Spring Semester	COUN 7920 Site Supervisor Final Evaluation: CRC Section	80 % Meets Expectations

5.H. – School Counseling: Demonstrates skills and knowledge necessary to engage in School Counseling.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 7420 - Orientation to School Counseling: Professional School Counselor Interview & Career Goal	1 st year Fall Semester	COUN 7420: Professional School Counselor Interview & Career Goal Rubric: Faculty Instructor	80 % Meets Expectations
COUN 7920 Internship: Site Supervisor Final Evaluation	2 nd year Spring Semester	COUN 7920: Site Supervisor Final Evaluation-SC section: Site Supervisor	80 % Meets Expectations

Doctoral Program– Student Individual Learning Assessment Indicators (2.C.1)

Doctoral Key Performance Indicators

1. Demonstrates ethical application of knowledge and skills utilizing evidence-based and culturally sustaining counseling practice (6.B.1.)
2. Demonstrates knowledge and skills for effective and culturally sustaining counseling supervision practice (6.B.2).
3. Applies knowledge and skills to engage in culturally sustaining and effective pedagogy in counselor education (6.B.3).
4. Demonstrates knowledge and skills necessary to engage in research and scholarship in counselor education and counseling practice (6.B.4).
5. Demonstrates effective engagement in advocacy and leadership in counselor education (6.B.5.).

Doctoral Assessment Plan Table

6.B.1. Demonstrates ethical application of knowledge and skills utilizing evidence-based and culturally sustaining counseling practice.			
Key Performance Indicator	Timing of Review	*Assessment	Minimum Outcome Benchmarks
COUN 8910 Advanced Counseling Practicum: Site Supervisor Final Evaluation	1 st year	COUN 8910 Site Supervisor Final Evaluation: Site Supervisor	80 % Meets Expectations
COUN 8620 Advanced Theories: Advanced Theories – Counseling Theory Conceptualization and Application Module	1 st year	COUN 8260 Advanced Theories – Counseling Theory Conceptualization and Application Module Rubric: Faculty Instructor	80 % Meets Expectations
CED Doctoral Portfolio: Counseling Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Counseling Section: CED Doctoral Program Faculty	80 % Competent
6.B.2 Demonstrates knowledge and skills for effective and culturally sustaining counseling supervision practice.			
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 8540 Counseling Supervision Theories and Practices: Clinical	1 st year	COUN 8540 Clinical Supervision Model Rubric: Faculty Instructor	80 % Meets Expectations

Supervision Model assignment			
COUN 8910 Practicum - Supervision: Final Individual University Supervisor Evaluation	2 nd year	COUN 8910 Practicum - Supervision: Final Individual University Supervisor Evaluation: University Supervisor	80 % Meets Expectations
Doctoral Portfolio: Supervision Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Supervision Section: CED Doctoral Program Faculty	80% Competent

6.B.3. Applies knowledge and skills to engage in culturally sustaining and effective pedagogy in counselor education.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 8550 Counselor Education Pedagogy: Teaching Demonstration	1 st year	COUN 8550 Final Teaching Demonstration Rubric: Faculty Instructor	80 % Meets Expectations
COUN 8910 Practicum – Teaching Demonstration	2 nd year	COUN 8910 Final Teaching Practicum Demonstration Rubric: Faculty Instructor	80 % Meets Expectations
CED Doctoral Portfolio - Teaching Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Teaching Section: CED Doctoral Program Faculty	80% Competent

6.B.4. Demonstrates knowledge and skills necessary to engage in research and scholarship in counselor education and counseling practice.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 8300 Research Design and Counselor Education: Research Design Proposal	1 st year	COUN 8300 Research Design Proposal: Faculty Instructor	80 % Meets Expectations
COUN 8910 Research Practicum: Research Module	2 nd year	COUN 8910 Research Module Rubric: Faculty Instructor	80 % Meets Expectations
Doctoral Portfolio- Research Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Research Section: CED Doctoral Program Faculty	80% Competent

6.B.5. Demonstrates effective engagement in advocacy and leadership in counselor education.			
Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 8510 Contemporary Issues – Professional Development Plan	1 st year	COUN 8510 Professional Development Plan Rubric: Faculty Instructor	80 % Meets Expectations
Doctoral Portfolio- Leadership and Advocacy Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Leadership Section: CED Doctoral Program Faculty	80% Competent

Please note: *Unless noted all assessments are completed in Tevera

Assessment of Professional Dispositions Students are assessed annually on professional dispositions (2.C.2.b). This process is conducted as part of the *CED Annual Review of Students*. Policies pertaining to these processes are contained in the program handbooks. The assessment of dispositions 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, Retention, and Dismissal Policy* (2.C.2.c). Assessment of professional dispositions also informs program review processes. Dispositions are assessed at multiple points in time (2.C.2.b.)

CED Programs Professional Disposition Assessment Timeline

Master’s Programs				
Assessment	Timing of Review			
CED Annual Review of Students	Spring – 1 st yr. of enrollment	Spring – 2 nd yr. of enrollment		
CED Doctoral Program				
Assessment	Timing of Review			
CED Annual Review of Students	Spring – 1 st yr. of enrollment	Spring – 2 nd yr. of enrollment	Spring – 3 rd yr. of enrollment	Spring – 4 th yr. + of enrollment (until graduation)

Master’s Programs – Dispositions (2.C.2.a.)
Disposition Academic and Professional Behavior
Appropriate Professional Dress
Attends to and completes academic and professional responsibilities in a timely manner
Appropriately uses technology (cell phones, computers)

Appropriate behavior in class
Academic and professional honesty
Demonstrates ethical behavior and practice
Protects confidentiality
Follows school and agency policies
Dispositions: Diversity and Respect for Others
Demonstrates cultural awareness and sensitivity
Honors student and client differences
Able to collaborate and work with peers
Establishes and maintains positive rapport with peers
Communication with peers is appropriate
Establishes and maintains positive rapport with faculty and other professionals
Communication with faculty and other professionals is appropriate
Dispositions: Reflective Practice and Behavior
Is receptive to feedback
Able to reflect on performance
Demonstrates self- awareness
Able to integrate and apply feedback
Demonstrates ability to engage in professional development
Demonstrates ability to engage in academic development
Awareness of the impact of their behavior on others

CED Doctoral Program – Dispositions (2.C.2.a.)
Disposition Academic and Professional Behavior
Appropriate Professional Dress
Attends to and completes academic and professional responsibilities in a timely manner
Appropriately uses technology (social media platforms, cell phones, computers)
Appropriate behavior in class
Academic and professional honesty
Demonstrates ethical behavior and practice
Protects confidentiality
Follows school and agency policies
Dispositions: Diversity and Respect for Others
Demonstrates cultural awareness and sensitivity
Honors student and client differences
Able to collaborate and work with peers
Establishes and maintains positive rapport with peers
Communication with peers is appropriate
Establishes and maintains positive rapport with faculty and other professionals
Communication with faculty and other professionals is appropriate
Dispositions: Reflective Practice and Behavior

Is receptive to feedback
Ability to reflect on performance
Demonstrates self-awareness
Able to integrate and apply feedback
Demonstrates ability to engage in professional development
Demonstrates ability to engage in academic development
Awareness of the impact of their behavior on others

Program Objectives (2.B.)

Additional Academic Quality Indicators – Entry-level Programs

1. Students will demonstrate knowledge, awareness, and skills necessary for competent and ethical professional practice.			
Assessments	Procedure for Collection	Procedure for Review	Minimum Outcome Benchmark
CED Annual Review of Students: Faculty Rubric (Qualtrics) – Professional Knowledge and Skills Section	Spring Semester – Annually Faculty Advisor – <i>Report Shared with Student.</i>	CED Annual Review of Students Meeting: Spring Semester Annually <ul style="list-style-type: none"> • Integration in Program Reports • Students Receive their Annual Reports • Reviewed in CED Annual Meeting(s) • Integration into the CED Advisory Committee Meetings 	80 % Target
Relevant items from Alumni, Site Supervisor, and Employer Surveys.	Conducted every two years (academic calendar) Evaluations from site supervisors/ employers of graduates, and alumni.	Alumni, Employer, Supervisors Surveys <ul style="list-style-type: none"> • Integration in Program Reports • Reviewed in CED Annual Meeting(s) • Integration in CED Advisory Committee Meetings 	80% Good

2. Students will demonstrate the skills, knowledge, and awareness to work within a diverse, multicultural, and global society.			
Assessments	Procedure for Collection	Procedure for Review	Minimum Outcome Benchmark

<p>CED Annual Review of Students: Faculty Rubric (Qualtrics) – Professional Knowledge and Skills Section</p>	<p>Spring Semester – Annually Faculty Advisor – <i>Report Shared with Student.</i></p>	<p>CED Annual Review of Students Meeting: Spring Semester Annually</p> <ul style="list-style-type: none"> • Integration in Program Reports • Students Receive their Annual Reports • Reviewed in CED Annual Meeting(s) • Integration in CED Advisory Committee Meetings 	<p>80% Target</p>
<p>Relevant items from Alumni, Site Supervisor, and Employer Surveys.</p>	<p>Conducted every two years (academic calendar) Evaluations from site supervisors/ employers of graduates, and alumni.</p>	<p>Alumni, Employer, Supervisors Surveys</p> <ul style="list-style-type: none"> • Integration in Program Reports • Reviewed in CED Annual Meeting(s) • Integration in CED Advisory Committee Meetings 	<p>80% Good</p>

3. Students will demonstrate the professional behavior, skills, and knowledge necessary for competent practice. This includes practice within their area of specialization (CRC, CMHC, SC)

Assessments	Procedure for Collection	Procedure for Review	Minimum Outcome Benchmark
<p>CED Annual Review of Students: Faculty Rubric (Qualtrics) – Professional Knowledge and Skills Section</p>	<p>Spring Semester – Annually Faculty Advisor – <i>Report Shared with Student.</i></p>	<p>CED Annual Review of Students Meeting: Spring Semester Annually</p> <ul style="list-style-type: none"> • Integration in Program Reports • Students Receive their Annual Reports • Reviewed in CED Annual Meeting(s) • Integration in CED Advisory Committee Meetings 	<p>80% Target</p>

Relevant items from Alumni, Site Supervisor, and Employer Surveys.	Conducted every two years (academic calendar) Evaluations from site supervisors/ employers of graduates, and alumni.	Alumni, Employer, Supervisors Surveys <ul style="list-style-type: none"> • Integration in Program Reports • Reviewed in CED Annual Meeting(s) • Integration in CED Advisory Committee Meetings 	80% Good
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Additional Academic Quality Indicators – CED Doctoral Program

1. Students will demonstrate knowledge, awareness, and skills necessary for competent and ethical professional practice.			
Assessments	Procedure for Collection	Procedure for Review	Minimum Outcome Benchmark
CED Annual Review of Students: Faculty Rubric (Qualtrics) – Professional Knowledge and Skills Section	Spring Semester – Annually Faculty Advisor – <i>Report Shared with Student.</i>	CED Annual Review of Students Meeting: Spring Semester Annually <ul style="list-style-type: none"> • Integration in Program Reports • Students Receive their Annual Reports • Reviewed in CED Annual Meeting(s) • Integration in CED Advisory Committee Meetings 	80% Target
Relevant items from Alumni, Site Supervisor, and Employer Surveys.	Conducted every two years (academic calendar) Evaluations from site supervisors/ employers of graduates, and alumni.	Alumni, Employer, Supervisors Surveys <ul style="list-style-type: none"> • Integration in Program Reports • Reviewed in CED Annual Meeting(s) • Integration in CED Advisory Committee Meetings 	80% Good

2. Students will demonstrate the skills, knowledge, and awareness to work within a diverse, multicultural, and global society.			
Assessments	Procedure for Collection	Procedure for Review	Minimum Outcome Benchmark
CED Annual Review of Students: Faculty Rubric (Qualtrics) – Professional Knowledge and Skills Section	Spring Semester – Annually Faculty Advisor – <i>Report Shared with Student.</i>	CED Annual Review of Students Meeting: Spring Semester Annually <ul style="list-style-type: none"> • Integration in Program Reports • Students Receive their Annual Reports • Reviewed in CED Annual Meeting(s) • Integration in CED Advisory Committee Meetings 	80% Target
Relevant items from Alumni, Site Supervisor, and Employer Surveys.	Conducted every two years (academic calendar) Evaluations from site supervisors/ employers of graduates, and alumni.	Alumni, Employer, Supervisors Surveys <ul style="list-style-type: none"> • Integration in Program Reports • Reviewed in CED Annual Meeting(s) • Integration in CED Advisory Committee Meetings 	80% Good

3. Students will demonstrate the professional behavior, skills, and knowledge necessary for competent practice within counselor education including:			
<ul style="list-style-type: none"> ▪ Teaching ▪ Research ▪ Counseling ▪ Supervision ▪ Leadership and Advocacy 			
Assessments	Procedure for Collection	Procedure for Review	Minimum Outcome Benchmark
CED Annual Review of Students: Faculty Rubric (Qualtrics) – Professional Knowledge and Skills Section	Spring Semester – Annually Faculty Advisor – <i>Report Shared with Student.</i>	CED Annual Review of Students Meeting: Spring Semester Annually <ul style="list-style-type: none"> • Integration in Program Reports • Students Receive their Annual Reports • Reviewed in CED Annual Meeting(s) 	80% Target

		<ul style="list-style-type: none"> Integration in CED Advisory Committee Meetings 	
<p>Relevant items from Alumni, Site Supervisor, and Employer Surveys.</p>	<p>Conducted every two years (academic calendar) Evaluations from site supervisors/ employers of graduates, and alumni.</p>	<p>Alumni, Employer, Supervisors Surveys</p> <ul style="list-style-type: none"> Integration in Program Reports Reviewed in CED Annual Meeting(s) Integration in CED Advisory Committee Meetings 	80% Good
<p>CED Doctoral Portfolio</p>	<p>Students complete their Portfolio in the Fall or their 3rd or 4th year of enrollment.</p> <p>Evaluated by Program Faculty and one Program Faculty member from a contributing area (e.g., research)</p>	<p>Overall Evaluation in the following areas/sections:</p> <ul style="list-style-type: none"> Teaching Research Counseling Supervision Leadership and Advocacy 	80% Competent

Additional Academic Quality Indicators

The CED Comprehensive Assessment Plan outlines the assessment of Student Learning Outcomes (KPIs) and Program Objectives. Additional Academic Quality data that is collected annually includes:

- Student Evaluation of Advisement, Program and Practicum/Internship placement process
 - Collected each spring as part of the CED Programs: Student Evaluation annual survey
 - Benchmark for success on evaluation items: 80% Meets or Exceeds Expectations
- Site Supervisor evaluations from Fieldwork Experiences
 - Collected each semester in Tevera
 - Benchmark for success on evaluation items: 80% Meets or Exceeds Expectations

- Graduate Outcomes:
 - Pass rates on credentialing examinations
 - Collected as part of the Annual Student Review survey each spring and the Alumni and Employer bi-annual survey in spring of even-numbered years
 - Benchmarks (determined in relation to national pass rate averages)
 - NCE: 80%
 - CRC: 60%
 - Praxis: 80%
 - Degree completion rates
 - Collected each semester and applied to the CED Annual Program Report
 - Benchmark for all programs: 80%
 - Employment rates
 - Collected by program coordinators communicating directly with students up to 6-months post-graduation
 - Benchmark for all programs: 80%
 - Doctoral admission rates
 - Collected by program coordinators communicating directly with students up to 6-months post-graduation

- Diverse Learning Community:
 - Program tracks demographic data each semester corresponding to:
 - Applicants
 - Enrolled Students
 - Degree Completion Rates
 - Faculty
 - Faculty retention rates

- Faculty: When appropriate the program reports on faculty and applicants for open positions, status of full-time employed faculty including retention and transitions (e.g., retirements, transitions to other positions).

- Fieldwork – Program collects and tracks the placement rate of students at practicum and internship sites each semester.
 - The benchmark for fieldwork placements is 90% across programs.

- Community Partner Engagement
 - **Alumni/Employer/Supervisor** assessment is collected every two years
 - Includes assessment of program, graduates, and experience with practicum and internship students
 - Universal benchmark threshold for success on all items is 80% Meets or Exceed Expectations

CED Comprehensive Assessment Plan Policies: Review and Program Development

Review Processes: As noted, annually the program develops and posts (on its website) an

Annual Report.

1. All program academic indicators (program objectives, graduate outcomes and diverse learning community indicators) and student learning outcomes are collected as outlined in the corresponding assessment charts.
2. The assessment charts also outline when data is reviewed. Additionally, the data is reviewed across these areas of program review and development:
 - a. Annually as part of the Counselor Education program retreat and through program faculty meetings
 - b. Data is also reviewed as part of the assessment processes for College and University required assessments (e.g., SACS).
 - c. Data is reviewed and compiled for the Annual Program Reports – posted on the Department website
 - d. Data is reviewed and compiled for CACREP program reports (annually)
 - e. Data is also reviewed and used as part of Community Partner engagement (meeting with the CED Advisory Committee (Community Partners, faculty, and students).
 - f. Data is reviewed in aggregate and further reviewed by program area.

Using Data for Program revisions, development and modifications

1. As noted, the program reviews all academic indicator data and students learning outcomes on an annual basis (Alumni/Employer/Supervisor assessment is collected every two years). This comprehensive review includes analysis of the following items across multiple years to identify trends, and includes the following components:
 - The Program Annual Report includes for each program area and the program as a whole: Program Goals for the prior year
 - Discussion of outcomes from the prior year's goals
 - Program recommendations, revisions, and modifications based on program assessment data and outcomes
 - Program goals for the upcoming year linked to assessment data, community partner feedback, student and faculty feedback
2. Trend analysis of program outcome data (comparison of outcomes and attainment of goals across academic years) is reviewed during the CED Annual Retreat to determine any programmatic adjustments needed. These may include, but are not limited to:
 - Changes in course sequencing to better prepare students and scaffold knowledge
 - Course revisions to meet student needs related to licensure and certifications
 - Key Performance Indicator revision to better evaluate student learning and skills attainment relevant to CACREP 2024 standards
 - Revision of practicum and internship processes
 - Provide more opportunities for students to engage in professional development, research, leadership, teaching, supervision, and advocacy experiences
 - Better prepare students for licensing and credentialing processes and exams
3. Unmet benchmark thresholds - The Counselor Education Program addresses any unmet minimum benchmark thresholds during the CED Annual Retreat as such:
 - Identification of unmet thresholds is discussed
 - An evaluation of the current curricular experience linked to the academic quality indicator takes place to identify key elements (courses, fieldwork, dispositions)

- A comprehensive review of the curricular experience takes place, and faculty identify revisions or additional resources, training, experiences that will address any components identified as lacking in capacity to address the needs of students, faculty, stakeholders, or the program
- An action plan for implementation of revisions identifies what must occur in order to implement any revisions
- Consensus on the action plan is attained and revisions are implemented in the following semesters