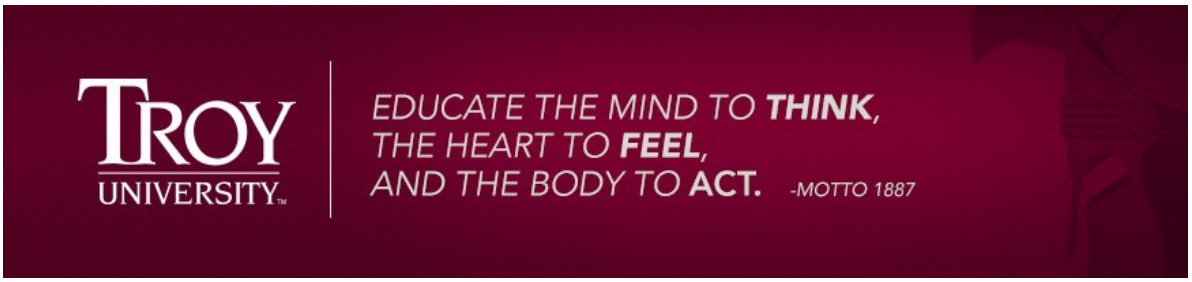


Troy University

Annual Report Program Evaluation Report
Clinical Mental Health Counseling, Rehabilitation Counseling, & School Counseling
AY 2022-2023

Troy University
2022-2022 CACREP Annual Program Evaluation Report
Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling

INTRODUCTION

The Troy University Counselor Education Program engage in yearly quantitative and qualitative program evaluations to inform systemic program changes. This evaluation process is guided by the 2009 standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The annual report is intended to provide students, administrators, field site supervisors, and other key stakeholders with information about the vital statistics, program evaluation results, and program modifications initiated for the 2022- 2023 academic year.

The Troy University Counselor Education Program is administered through the Department of Counseling, Rehabilitation, and Interpreter Training (CRIT) in the College of Education. Dr. Sherrionda Crawford is the chair of the Department of Counseling, Rehabilitation, and Interpreter Training. The Counseling Program leads to a Master of Science or Master of Education degree. The program delivers 3 CACREP-accredited program areas:

- Master of Education: School Counseling
- Master of Science: Clinical Mental Health Counseling
- Master of Science: Rehabilitation Counseling

The CACREP-accredited RC and SC programs are offered at the following Alabama campuses: Dothan, Montgomery, Phenix City, and Troy. The CACREP-accredited CMHC program is offered at the four Alabama campuses (Dothan, Montgomery, Phenix City, and Troy); five locations in Florida (Altamonte Springs, Fort Walton, Panama City, Pensacola, and Tampa); and at the Augusta, Georgia site.

Core Faculty and Campus Designations

Name	Degree & Major	Area	Credentials	Site
Ayadi Jihene	PhD CES	CMHC	LMHC	Augusta
Babel Korinne	PhD CES	CMHC	LPC, CPCS, NCC, RPT	Phenix City
Berry Stephan	PhD CES	School	LPC	Troy
Booker Samantha	PhD CES	CMHC, SC	LPC	Dothan
Carlson Robert	PhD Psychology & Counseling	CMHC	LPC, CCMHC, MAT, CPCS	Phenix City

Crawford Sherrionda	PhD CE	CMHC, SC	LPC, LPC-S (AL), LPAC, CPCS (GA), SC, NCC	Phenix City
Dennis Elizabeth	PhD CES	CMHC	LPC	Troy
Faircloth Patrick	PhD Counseling	CMHC	LPC, LPC-S (AL), LPC (MI), NCC,	Troy
Fitch Tregon	EdD Counseling	CMHC, SC	LMHC, ACS, NCC, CCMHC	Panama City
Hall Tabitha	PhD CES	CMHC	LMHC	Ft. Walton
Heppe Dale	PhD CES	CMHC	LMHC	Panama City
Ickes Jeffrey	PhD Counseling Psychology	CMHC		Augusta
Maiden Rodney	PhD CES	RC	CRC, ALC	Montgomery
Marshall Jennifer	EdD Counseling	CMHC	CCMHC, LMHC, ACS, CCBT	Panama City
Matise Miles	PhD CES	CMHC	LMHC, LMFT, NCC, ACS CCTP	Ft. Walton
Meek Gregory	Gregory PhD CE	CMHC	LMHC (FL), LPC (VA)	Altamonte Springs
Ouellette Linda	PhD CES	CMHC	LMHC, LMFT	Altamonte Springs
Premuda-Conti Paola	PhD Rehabilitation	RC	CRC	Dothan
Reed Shelley	PhD CES	CMHC, SA	LPC, CACII, MAC, CPCS	Phenix City
Skudrzyk Bogusia	PhD CES	CMHC	LPC, LMHC	Pensacola
Southwick Joshua	PhD Rehabilitation Counseling	RC	CRC	Troy

Tew-Washburn Suzanne	PhD Rehabilitation Counseling	RC	CRC, SPHR	Phenix City
Thompson Sharon	PhD Educational Psychology/Counseling	CMHC	LMHC, NCC, RPT-S, Licensed School Psychologist	Pensacola
Tucker Brent	PhD Counseling Psychology	CMHC	Licensed Psychologist, NCC	Dothan
Upshaw April	PhD CE	CMHC	SLPC	Troy

PROGRAM ASSESSMENT AND EVALUATIONS

Each year, the Department of Counseling, Rehabilitation, and Interpreter Training holds an annual meeting in conjunction with the university's convocation activities. Each year the department reviews student learning outcome data and makes recommendations for improvement. Program aggregate and disaggregated data by location are reviewed.

The following is the tentative timeline for the remaining assessment plans.

August	**Annual CRIT Division Meeting** Faculty Review of Findings & Plans for Improvement Counseling Curriculum Committee (CCC) Meeting
September	Consolidate Plans for Improvement
October	CCC Meeting: Review Consolidated Plans for Improvement & Program Modifications
November	**Advisory Board Meetings** Review of Findings & Plans for Improvement Recommendations & Modifications
December	Review and compile Site Supervisor Evaluations and Practicum/Internship Evaluations
January	Review CPCE Scores
February	Two-Year Graduate Follow-Up Survey (GFS) (Conduct in years ending in odd numbers) Review Exit Survey Vital Statistics

March	Employer Survey (Conduct in years ending in odd numbers) Faculty Review of Syllabi & Common Assignments
April	CCC Meeting: Review GFS & Employer Survey Data Plans for Improvement & Program Modifications
May	CCC Meeting: Plans for Improvement & Program Modifications
June	Develop annual assessment report
July	Develop annual assessment report and distribute

ADVISORY BOARD MEETINGS

Advisory Board meetings are held at each campus location. In general, the feedback from the location Advisory Board Members indicates that Troy University Counseling Students are well-prepared to work with clients in a variety of settings. Areas for improvement include exposure to electronic medical records and extra crisis training. The chart below provides the meeting dates, discussion items, and resulting program modifications.

Campus Location	Dates	Agenda Items	Resulting Program Modifications
Dothan	12/5/22	-Updates on student enrollment and scholarship options. - Mission Statement was reviewed along with program objectives -Updates on CACREP accreditation.	None
Montgomery	5/21/23	-Mission Statement was reviewed along with program outcomes and activities -Community service projects/activities	None
Phenix City	4/28/22	-Program overview -Mission Statement -Considering an online program format.	None
Troy	5/21/2022	-Update on enrollment -Review of Undergraduate Rehab Programs -Faculty changes -- Mission Statement was reviewed along with program objectives	None
Augusta	4/28/22	-Mission statement for program and specialty areas	None

		- CACREP requirements for Practicum and Internship -Troy University Corporate Partnership and eligibility for discounted tuition rates	
Pensacola	12/5/22	-Mission statement -Program activities -Updates on postmasters -CACREP status update	None
Panama City	9/12/22	-Mission statement -Program activities -Updates on postmasters -CACREP status update - Discussed ways to integrate counseling children into the curriculum - Discussed integrating more professional speakers and their site information into classes. -Accomplishments (CSI)	None
Tampa	5/18/23	-Mission statement -program objectives -previous survey results -promoting student wellness -recruitment related to the undergraduate rehab program -potential partnership with FLDOE	None
Ft. Walton	3/31/23	-Program changes -Mission statement -Offering a menu of options for students regarding what tasks would be options at sites for indirect and direct hours -Discussed potentially orientating site supervisors with a pre-recorded video -Suggested increased student training for PN, EMR, and billing	-None

SITE SUPERVISOR PRACTICUM/INTERNSHIP EVALUATION OF THE STUDENT

Site Supervisor and Practicum/Internship Evaluation results are briefly reviewed below. The full report is available upon request.

Clinical Mental Health Counseling

	Knowledge of opening skills	Group Process	Assessment	Diagnosis and Tx Planning	Crisis and suicide risk	Multicultural
No Evidence	0%	0%	0%	0%	0	0%
Below Average	0%	0%	0%	1%	1%	0%
Average	19%	25%	30%	34%	28%	29%
Mastery	27%	39%	32%	33%	26%	32%
Exceptional	54%	36%	38%	32%	44%	39%

Specific Feedback:

- "[redacted] was an exceptionally mature, skilled intern. Her compassion, skills, and dedication to the care of the client were exemplary. She will be an asset to any group that employs her!"
- "[redacted] was proactive and did not need much oversight. She was good about asking questions when needed."
- "[redacted] has been a phenomenal supervisee. She, like all of us, has room to grow and become better but I am confident she will be a great therapist. Due to it being practicum she has primarily shadowed my sessions and we discussed what she gathered about each patient. She has strong insight. She engages primarily with my kid patients and does very well with them. That is where she has gotten most of her hands on experience and she has excelled."
- "Clarification of and differential diagnostic impressions/assessments."
- "[redacted] has done exceptional in her internship! Amber continues to bring concerns and questions to me, her supervisor, and seeks supervision when needed."
- "[redacted] has done a great job focusing on her client's cases and anticipating their needs. I have received praise from four different parents in regard to the children's progress which they attributed to interaction with [redacted]. I look forward to working with her during internship two."
- "[redacted] is improving greatly overall. We have been working on how to deal with crisis but still need more work on implementation."
- "[redacted] is showing great strive in learning the techniques I can see growth with her from practicum, internship I and internship II. She has a knack for doing things in an unconventional way with excellent results. I just need her to be more confidence in her group session and couple sessions. We are working on that along with case notes and the treatment planning. She really has the ability and willing to understand it in a way that she can understand."
- "[redacted] needs more experience in suicidal clients."

School Counseling

	Knowledge of School Counseling Role	Ethical Decision-making	Developmentally appropriate intakes	Group	Effective Counseling Relationships	Use data to plan/revise program	Classroom Mgt.
No Evidence	0%	0%	0%	0%	0%	0%	0%
Below Average	0%	0%	0%	0%	0	0%	0%
Average	10%	5%	5%	5%	5%	10%	10%
Mastery	50%	35%	40%	30%	30%	40%	30%
Exceptional	40%	55%	40%	50%	45%	45%	30%
Not Observed	0%	5%	15%	15%	20%	5%	30%

Specific Feedback:

- "When she talks with students that come to the office, she does a great job! I think she's still warming up to the new environment of junior high- it works a lot differently than the elementary school she interned with previously."
- "[redacted] has a unique perspective as a mother. She also tries her best to stay with current trends so that she can engage her clients."
- "[redacted] communicates very well with students. It seems to come naturally. One area that we have discussed is learning how to leave what's happening at school, "at school!"
- "Intern should improve recording notes from counseling sessions in a timely manner."
- "[redacted] does a great job meeting students where they are and connecting with them on their level. She is great with students and supporting their academic, career, and social needs; however, her skills as a future counselor go beyond simply providing support. She is always willing to help out wherever she is needed and looks for ways to make our school environment better."
- "Student may need to focus on group sessions as they are available at agency."
- "[redacted] is very energetic and has the willingness to learn as much as she can about school counseling. She easily builds a rapport with the students she works with and they love her. She is very knowledgeable in the school counseling field and seeks to acquire knowledge when in doubt."

- "[redacted] displays many strengths in organization, resources, lesson planning, and school procedures due to her previous experience as a teacher. She could use further development in community outreach and parental involvement education."

- "[redacted] has great sense of empathy for every person (adult and student). She communicates well when providing counseling to individuals."

Rehabilitation Counseling

	Forming Effective Relationships	Knowledge of history, philosophy, and legislation affecting rehabilitation	Application of cultural, social, economic, disability-related, and environmental factors in planning	Ability to facilitate consumer involvement in determining vocational goals and capabilities	Ability to identify community resources with the consumer to develop an appropriate rehabilitation plan	Assessment of individual strengths, resources, experiences, career knowledge and interests, and individual capabilities to make decisions	Skill in Developing a Treatment Plan
Poor	0%	0%	0%	0%	0%	0%	0%
Below	0%	0%	8%	0%	0%	0%	0%
Average	23%	67%	39%	31%	39%	38%	77%
Mastery	46%	17%	54%	62%	31%	54%	23%
Exceptional	30%	0%	0%	0%	31%	8%	0%
No Basis	0%	17%	0%	8%	0%	0%	0%

Program Unique Feedback

Program	**Site Supervisor Feedback**
Clinical Mental Health	-Strong counseling skills, work ethic, understanding of the role of diagnosis, great strength-based and cultural understanding. -Continue to expand the understanding of systemic collaboration, the use of technology in counseling, and

	advanced therapies
School Counseling	-Excellent understanding of the mental health needs of students, great group/classroom guidance skills, excellent understanding of culture -Continue to help students understand inter agency collaboration/referral, crisis response
Rehabilitation Counseling	-Excellent understanding of the issues unique to individuals needing rehab counseling, strong skills in crisis response, addictions, great overall skills

CPCE AGGREGATION DATA- 2022-2023 ACADEMIC YEAR

The Counselor Preparation Comprehensive Examination (CPCE) consists of 160 items per CACREP content area: Human Growth & Development, Social & Cultural Foundations, Helping Relationships, Group Work, Career & Lifestyle Development, Appraisal, Research & Program Development, and Professional Orientation & Ethics.

Over 330 universities and colleges utilize the CPCE; the CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. Additionally, the CPCE:

- Allows Master's program comprehensive exams to better meet psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength/weakness feedback.

The cutoff score for passing the CPCE can be no lower than one standard deviation below the mean of the most recent national norm. Data from the CPCE pass rates were analyzed each academic year.

TROY UNIVERSITY COUNSELING PROGRAM OVERALL CPCE DATA

AUGUSTA CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	7	15	10.80	1.848
Social and Cultural Diversity	4	13	8.28	2.337
Human Growth and Development	4	13	8.72	2.092
Career Development	2	12	8.28	2.574
Counseling and Helping Relationships	0	12	8.08	2.613
Group Counseling and Group Work	0	13	8.44	2.959
Assessment and Testing	0	11	6.16	2.688
Research and Program Evaluation	0	14	8.12	3.153

Overall	MIN	MAX	M	SD
Total Scores	37	92	66.80	14.675
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	27	5	22	19%

DOTHAN CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	8	14	11.68	1.702
Social and Cultural Diversity	6	14	9.18	2.167
Human Growth and Development	7	14	10.18	2.105
Career Development	8	14	10.75	2.145
Counseling and Helping Relationships	6	16	10.0	2.477
Group Counseling and Group Work	5	14	13.37	2.655
Assessment and Testing	3	13	8.43	3.224
Research and Program Evaluation	5	12	9.18	2.073

Overall	MIN	MAX	M	SD
Total Scores	59	105	79.81	12.92
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	16	8	8	50%

FT. WALTON CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	9	16	11.85	2.497
Social and Cultural Diversity	7	12	8.78	2.132
Human Growth and Development	6	14	10.57	2.610
Career Development	6	12	9.14	2.167
Counseling and Helping Relationships	7	15	10.21	2.706
Group Counseling and Group Work	9	14	11.5	2.870
Assessment and Testing	6	12	8.28	2.457
Research and Program Evaluation	8	15	10.5	2.509

Overall	MIN	MAX	M	SD
Total Scores	73	103	81.85	8.70
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	14	8	7	57%

MONTGOMERY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	5	14	9.67	2.414
Social and Cultural Diversity	5	13	8.29	2.069
Human Growth and Development	6	13	8.51	1.568
Career Development	5	14	9.38	1.995
Counseling and Helping Relationships	2	12	7.38	2.526
Group Counseling and Group Work	6	13	8.90	1.989
Assessment and Testing	4	13	7.87	2.141
Research and Program Evaluation	3	13	8.38	2.486

Overall	MIN	MAX	M	SD
Total Scores	51	87	68.41	9.760
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	31	6	25	19%

PANAMA CITY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	5	15	11.83	2.25
Social and Cultural Diversity	3	13	8.41	3.397
Human Growth and Development	9	14	10.41	1.505
Career Development	5	15	10.66	2.498
Counseling and Helping Relationships	5	14	9.91	2.937
Group Counseling and Group Work	3	15	10.25	3.696
Assessment and Testing	2	14	9.5	3.119
Research and Program Evaluation	7	15	9.66	2.146

Overall	MIN	MAX	M	SD
Total Scores	45	103	80.66	17.463
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	12	7	5	58%

PENSACOLA CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	7	15	11.43	1.983
Social and Cultural Diversity	4	15	9.5	2.962
Human Growth and Development	4	14	9.62	2.282
Career Development	5	15	9.75	2.463
Counseling and Helping Relationships	4	14	9.71	2.581
Group Counseling and Group Work	5	17	11.03	2.694
Assessment and Testing	4	17	9.68	2.901
Research and Program Evaluation	5	14	9.78	2.472

Overall	MIN	MAX	M	SD
Total Scores	53	105	80.53	14.848
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	32	16	16	50%

PHENIX CITY CAMPUS

Subscale Sections	MIN	MAX	M	SD

Professional Counseling Orientation and Ethical Practice	5	14	10.39	2.344
Social and Cultural Diversity	4	12	7.69	2.352
Human Growth and Development	4	12	7.69	2.172
Career Development	4	12	8.48	2.489
Counseling and Helping Relationships	3	14	8.51	2.763
Group Counseling and Group Work	3	12	9.06	2.487
Assessment and Testing	3	12	7.45	2.195
Research and Program Evaluation	5	14	8.72	2.140
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	38	88	68.03	12.231
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	33	26	33	21%

TAMPA CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	8	16	12.1	1.818
Social and Cultural Diversity	5	15	9.71	2.427
Human Growth and Development	5	13	9.56	2.010
Career Development	4	15	10.23	2.580
Counseling and Helping Relationships	4	16	9.97	2.680
Group Counseling and Group Work	3	16	11.07	2.977
Assessment and Testing	4	15	9.23	2.411
Research and Program Evaluation	5	16	10.51	2.501
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	56	104	82.41	13.082
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	39	25	14	64%

TROY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	6	16	10.4	3.01
Social and Cultural Diversity	5	12	9	2.35
Human Growth and Development	4	12	8.36	2.157
Career Development	5	14	9.7	2.453
Counseling and Helping Relationships	4	13	9.45	3.012
Group Counseling and Group Work	6	14	10.18	2.183
Assessment and Testing	6	11	9.09	1.640

Research and Program Evaluation	7	16	11.18	2.857
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	61	94	77.45	12.485
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	11	6	5	55%

EMPLOYER SURVEY

In Spring 2023, the Troy University Employer Survey was emailed to employers of program graduates across all nine (9) locations. The email explained that the survey was sent to collect their views on the preparation and training of Troy University counseling students and that their responses would be utilized in making important decisions in preparing and training students in our programs.

The survey consisted of 17 questions and takes about 7 minutes to complete. It was emailed to 52 employers. There were 10 completed responses received, which is a 20% response rate (66% increase). Of the completed responses received, 70% were associated with Alabama campus locations and 30% from Florida locations.

Overall, the employers rated the program graduates as well prepared for the practice of professional counseling, and 100% of the respondents indicated a willingness to hire program graduates. Specific feedback included a request for graduates to have more exposure to documentation and brief exposure to agency requirements (Medicaid, Mental Health, DYS, DHR, enhanced training in diagnosing, and for school counselors to have more exposure to the state's graduation requirements and reading transcripts (see below for details):

Specific Feedback:

"I don't have any suggestions really. I think this generation's work ethic and sense of entitlement, sometimes prove it difficult to train counselors."

"Most graduates have been well prepared. Increased focus on documentation and brief exposure to agency requirements (Medicaid, Mental Health, DYS, DHR, and accrediting organizations such as The Joint Commission and CARF) would be helpful to assist the students in gaining a slightly better understanding of what to expect when employed. Some practicum and internship experiences do provide some opportunity for this."

"More ehnanced training in documentation and diagnosing."

"….I also would like to see more education/training on working with the severely mentally ill consumer. Interns are often shocked/unprepared when they have to perform services for long-term, chronic mentally ill consumers."

“For school counselors, experiences with graduation requirements and how to read a transcript would be helpful.”

GRADUATE ALUMNI SURVEY

The department has used information from alumni surveys to inform programmatic change. In Spring 2022, the Troy University Graduate Alumni Survey was emailed to program graduates. The email explained that the survey's intent was to collect their views on the preparation and training of Troy University counseling students and that their responses would be utilized in making important decisions in preparing and training students in our programs. Alumni survey results were discussed during the Fall Convocation Meeting.

The survey consisted of 46 questions and take about 15 minutes to complete. It was emailed to 42 graduates. There were 8 completed responses received, which is a 19% response rate.

Results in brief (see full results for details):

The three highest rated areas were: (1) knowledge of ethical/legal standards for professional counselors (99%), (2) “Helping Relationship Skills (97%), and (3) Group Process (91%).

The lowest rated areas were (1) meeting the needs of diverse clients, students, and consumers (90%) and research (93%).

The graduates identified membership within the following counseling organizations: American Counseling Association, ACES, NBCC, ALCA,

Overall, the graduates stated that the program well prepared them for the practice of professional counseling (99%). Specific feedback included:

- “Preparation for work after graduation”
- “I do not think there is something that I can point to that was less valuable. Everything was something to learn.”
- “They prepared their students to make an ethically sound decision.”
- “The academic portion was wonderful and the professors were very knowledgeable.”
- “I feel properly equipped to make sound ethical decisions and seek proper consultation. I was able to set a strong theoretical foundation to start with in practice. When I took the NCE, I excelled in the cultural diversity portion and I give credit to Troy for that.”

COUNSELING PROGRAM STUDENT OUTCOMES/VITAL STATISTICS

Counseling Program Student Outcomes and Vital Statistics for the Troy University Counselor Education Program are uploaded annually to CACREP. The data below reflect the vital statistics reported to CACREP on December 31, 2023.

Rehabilitation Counseling	
Enrollment	69

Graduates	13
Completion Rates	91%
Passed Licensure/Certification Exam	61%
Job Placement	100%
School Counseling	
Enrollment	45
Graduates	14
Completion Rates	100%
Passed Licensure/Certification Exam	100%
*Job Placement	100%
Clinical Mental Health Counseling	
Enrollment	394
Graduates	180
Completion Rates	77%
Passed Licensure/Certification Exam	71%
Job Placement	90%

****Many of the program's school counseling graduates are working in clinical placements or until employed as classroom teachers.**

Licensure or Certification Examination Pass Rate

Passing scores on the CPCE Comprehensive Examination or the Praxis for School Counselors is a graduation requirement; all 219 graduates in 2019 passed at a 100% pass rate. The national examination encompasses the NBCC core areas that serve as a foundation for the practice of counseling. Complete data are not available on licensure exam passing rates for the National Counselor Exam (NCE) because the program doesn't require a passing score on the NCE before graduation.

All School Counseling graduates (100%) became certified school counselors within six months of graduating from the program.

2022-2023 COMMON ASSESSMENT DATA SUMMARY

Department of Counseling, Rehabilitation, and Interpreter Training Mission Statement:

The mission of the Department of Counseling, Rehabilitation, and Interpreter Training is to educate, develop and train counseling and psychology professionals by utilizing the highest external standards set by state and national licensing/certifying boards. Counselor education faculty design and deliver counseling programs through a variety of instructional modalities. The counseling degree programs provide graduate education at regional and state locations. The program seeks students from diverse populations.

Program Locations: Troy, Montgomery, Phenix City, Dothan, Pensacola, Panama City, Augusta, and Tampa.

Programs: Clinical Mental Health, Rehabilitation, and School Counseling

Program Overviews:

Clinical Mental Health Counseling Program Mission Statement:

The Clinical Mental Health Program is designed to train mental health counselors. This 60-semester hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Clinical Mental Health Counseling:

The Clinical Mental Health Counseling Program seeks to prepare graduates who have achieved the following:

1. An in-depth knowledge of professional ethics, including an understanding ofethical issues and applications
2. An active professional identity as evidenced by participating in professional associations, such as the American Counseling Association
3. A strong knowledge base regarding counseling facilitation skills, theories, and techniques
4. An understanding of human development, both normal and abnormal
5. Culturally sensitive skills to ensure the ability to work with diverse populations
6. An understanding of career development and related life factors
7. An understanding of theoretical and experiential concepts of group work
8. An understanding of individual and group approaches to assessment and evaluations
9. An understanding of research methods, statistical analysis, needs assessment, and program evaluation

Rehabilitation Counseling Mission Statement:

The mission of the Troy University Rehabilitation Counseling program is to prepare rehabilitation counselors to provide rehabilitation services designed to assist individuals with disabilities to achieve their maximum potential. In addition, services will be provided to rehabilitation agencies and programs, and research related to rehabilitation will be pursued. The Troy University program leads to a Master of Science degree with a specialty in Rehabilitation Counseling. Students may choose an emphasis area in either hearing or visual impairment. Upon graduation, students will have the basic foundational knowledge, skill and experiences necessary to enter the profession of rehabilitation counseling and practice as rehabilitation counselors.

Objectives for Rehabilitation Counseling:

To prepare master's-level rehabilitation counselors who

1. Understand and follow the Code of Professional Ethics for Rehabilitation Counselors;
2. Know the laws that affect individuals with disabilities and are able to advocate forthe rights of those individuals;
3. Understand the concept of choice, self-advocacy and self-determination, and promote these concepts throughout the rehabilitation process;
4. Value the worth and dignity of all individuals and view individuals with disabilitiesas equal partners in the rehabilitation process;
5. Demonstrate the ability to practice counseling techniques, job placement skills, and career strategies that will assist individuals with disabilities to develop the skillsand competencies they need to function effectively in society; and
6. Know the technology and accommodations that are available to provide individualswith disabilities access to work, leisure, and school activities.

To continuously update the Rehabilitation Counseling Specialty by

1. Encouraging communication, feedback, and evaluation between faculty, students,and community resources to promote quality programmatic improvement;
2. Providing a balanced curriculum of knowledge and skill development that isconsistent with the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP);
3. Promoting research by students and faculty in the area of rehabilitation counseling; and
4. Promoting participation in local, state and national professional rehabilitation and counseling associations.

School Counseling Program Mission Statement:

The School Counseling Program is designed to train graduate level students as school counselors. The program meets Alabama State Department of Education guidelines for school counselor certification and follows guidelines of Council for Accreditation of Counseling and Related Programs. The curriculum is designed to train school counselors in the knowledge of theory, application of counseling skills in working with K-12 grade level students, knowledge of program development, foundations, and implementation of comprehensive guidance programs,

development of professional and personal dispositions, advocacy of children and adolescents, and development of graduate students to become professional school counselors.

Objectives for School Counseling:

1. To develop knowledge of the foundations of school counseling to include history, philosophy, current trends/issues, models, role, functions, professional identity, leadership/advocacy strategies and legal and ethical issues.
2. To develop skills in technology as applied to school counseling.
3. To develop sensitivity to provide counseling to diverse school populations and skills to identify barriers that may impede academic, career, and personal/social development of students.
4. To develop skills in comprehensive guidance program development (e.g. ASCA National Model) to include needs assessments, program development and program evaluation.
5. To develop skills related to academic and behavioral assessment of students and interpretation of assessment results to administrators, parents and students.
6. To develop knowledge of understanding the influence of multiple factors (family dynamics, violence, abuse, disorders, substance abuse, anxiety, depression) that impact school age students.
7. To develop knowledge and skills in counseling to include individual, group, crisis management and classroom guidance
8. To develop knowledge and skills in collaboration and consultation to effectively work with community agencies, parents, teachers and other school personnel.
9. To develop knowledge and skills in conducting programs designed to enhance students' academic, personal/social, career and other developmental needs of students.
10. To understand the effects of health/wellness, atypical growth and development and resiliency on school age children.
11. To develop school emergency management plans and understand the role of the school counselor during crises, disasters and other trauma-causing events.
12. To develop knowledge in counseling, prevention and intervention including theories of effective counseling, techniques of counseling, treatment planning, and strategies for identifying student strengths and weaknesses to deal with problems.
13. To develop an understanding of research and evaluation including research relevant to the practice of school counseling, program evaluation, accountability, outcome data and best practices.
14. To develop knowledge of the relationship of the school counseling program to the academic mission of the school and skills for teaching counseling and guidance-related curricula.
15. To develop knowledge of the qualities, principles and skills of effective leadership in schools and to understand the role of the school counselor as system change agent.
16. To understand and have knowledge of student services such as the Individual Education Plans (IEP), the 504, and the Student Support Team (SST).

Students graduating from Troy University's counseling programs should:

1. **SLO 1- Content Knowledge:** Obtain knowledge and understanding of the identity, roles, history, philosophy, credentials, licensure, legal/ethical, current trends, practices, supervision models, collaboration-crisis-trauma concepts, and self-care strategies related to the counseling profession.

2. **SLO 2- Professional Literacy**: Gain knowledge and understanding of program evaluation and research methodology, including application, evaluation, and analysis of quality research and effective counseling programs.

3. **SLO 3- Professionalism:** Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.

4. **SLO 4- Diversity:** Develop counseling abilities to analyze, evaluate, apply, and create treatment methodologies, therapeutic interventions, assessment techniques, effective cultural strategies, and other abilities that apply to the practice of counseling in school, agency clinical, and community settings.

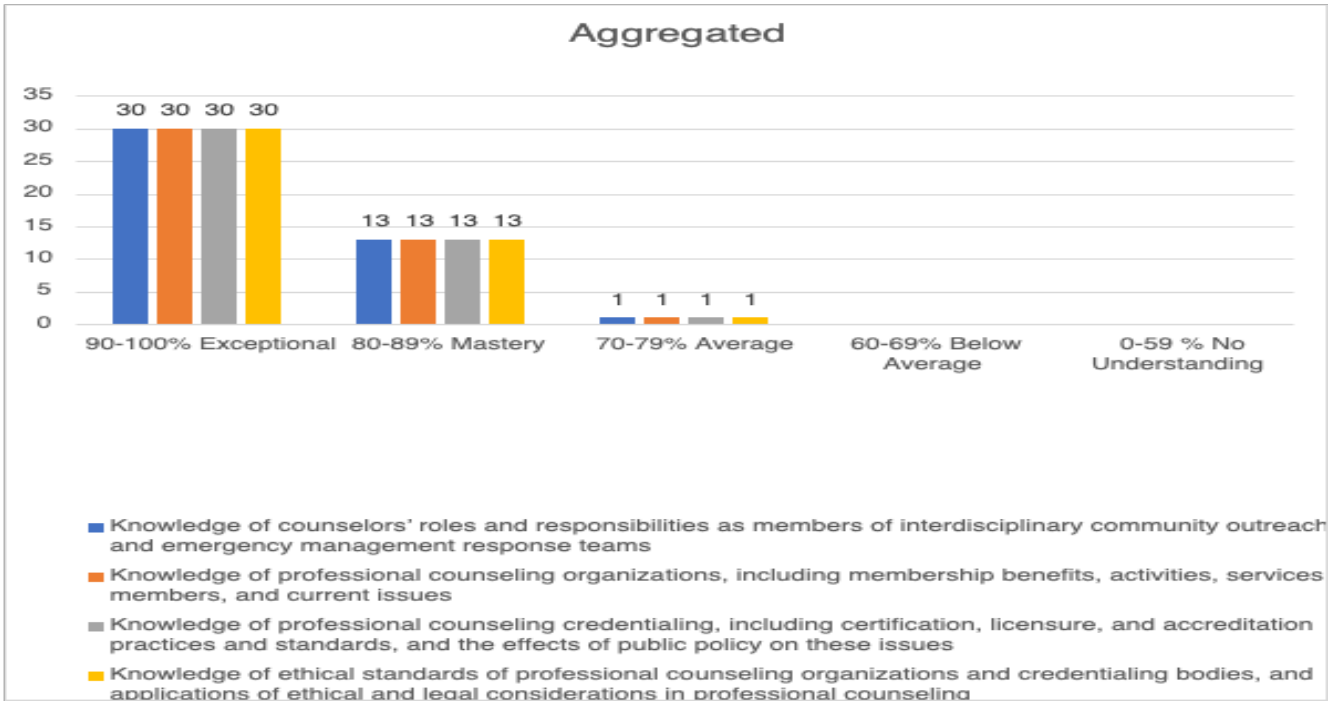
5. **SLO 5- Professional Skills:** Demonstrate analysis, evaluation, and application of core counseling concepts as applied to the knowledge of professional identity and practice.

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600-Quiz 2	X				
CP 6600-Quiz 3	X				
CP 6600-Quiz 4	X				
CP 6600-Quiz 5	X				
IRB Protocol Training		X			
CP 6691 Research Proposal		X			
CP 6642- FTP			X		
CP 6610-Verbatim Transcript #1			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Career Theory Application				X	
PSY 6645-Clinical Evaluation Report					X
CP 6649-Personal Counseling Theory Paper					X

SLO 1- Content Knowledge: Obtain knowledge and understanding of the identity, roles, history, philosophy, credentials, licensure, legal/ethical, current trends, practices, supervision models, collaboration-crisis-trauma concepts, and self-care strategies related to the counseling profession.

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600-Quiz 2	X				
CP 6600-Quiz 3	X				
CP 6600-Quiz 4	X				
CP 6600-Quiz 5	X				
CP 6610-Verbatim Transcript #1		X			
PSY 6645-Clinical Evaluation Report		X			
IRB Protocol Training			X		
CP 6691 Research Proposal			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Career Theory Application				X	
CP 6642- FTP					X
CP 6649-Personal Counseling Theory Paper					X

Quiz 1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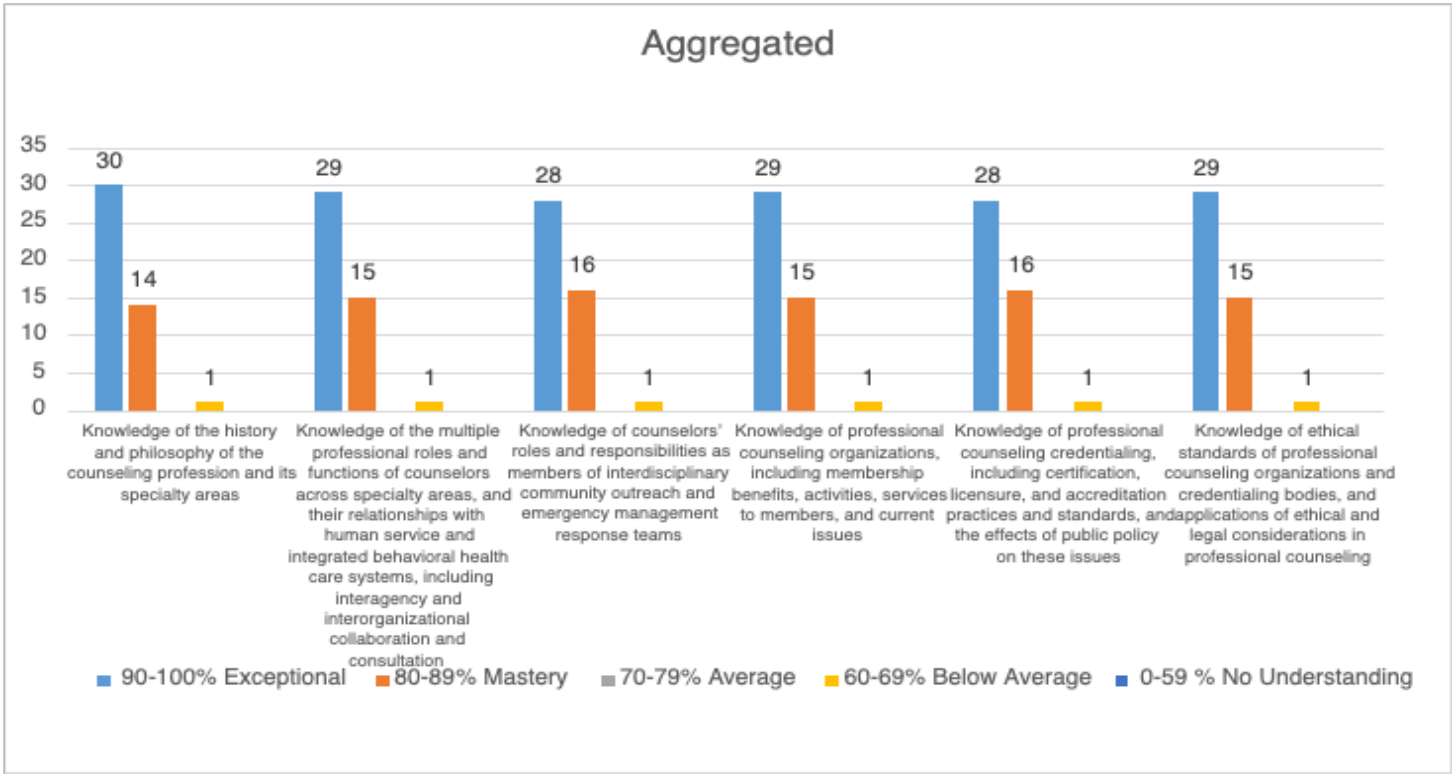
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average
0-59 % No Understanding
Knowledge of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
Knowledge of professional counseling organizations, including membership benefits, activities, services members, and current issues
Knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Quiz 2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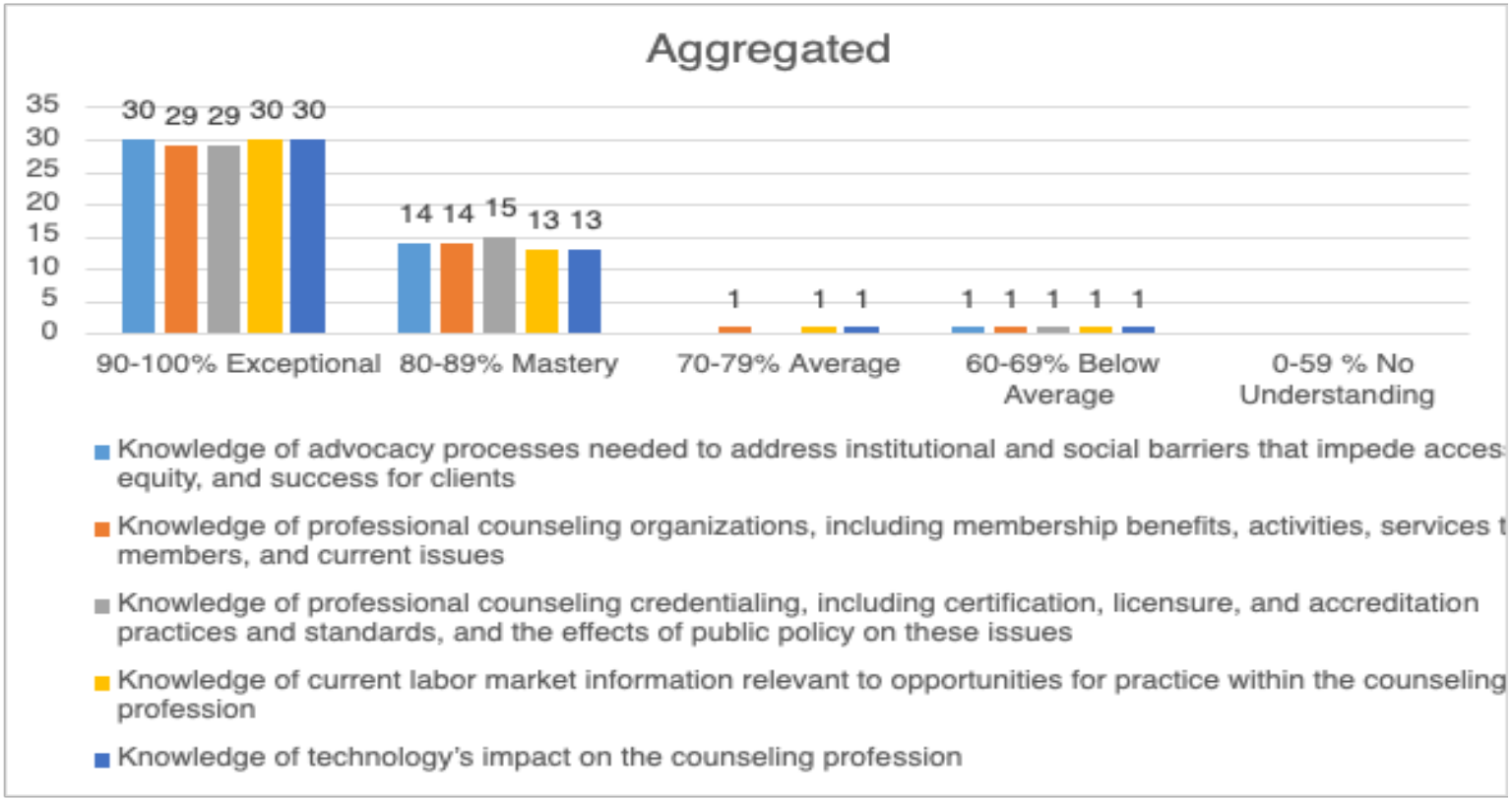
Knowledge of the history and philosophy of the counseling profession and its specialty areas
Knowledge of the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
Knowledge of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
Knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues
Knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average
0-59 % No Understanding

Quiz 3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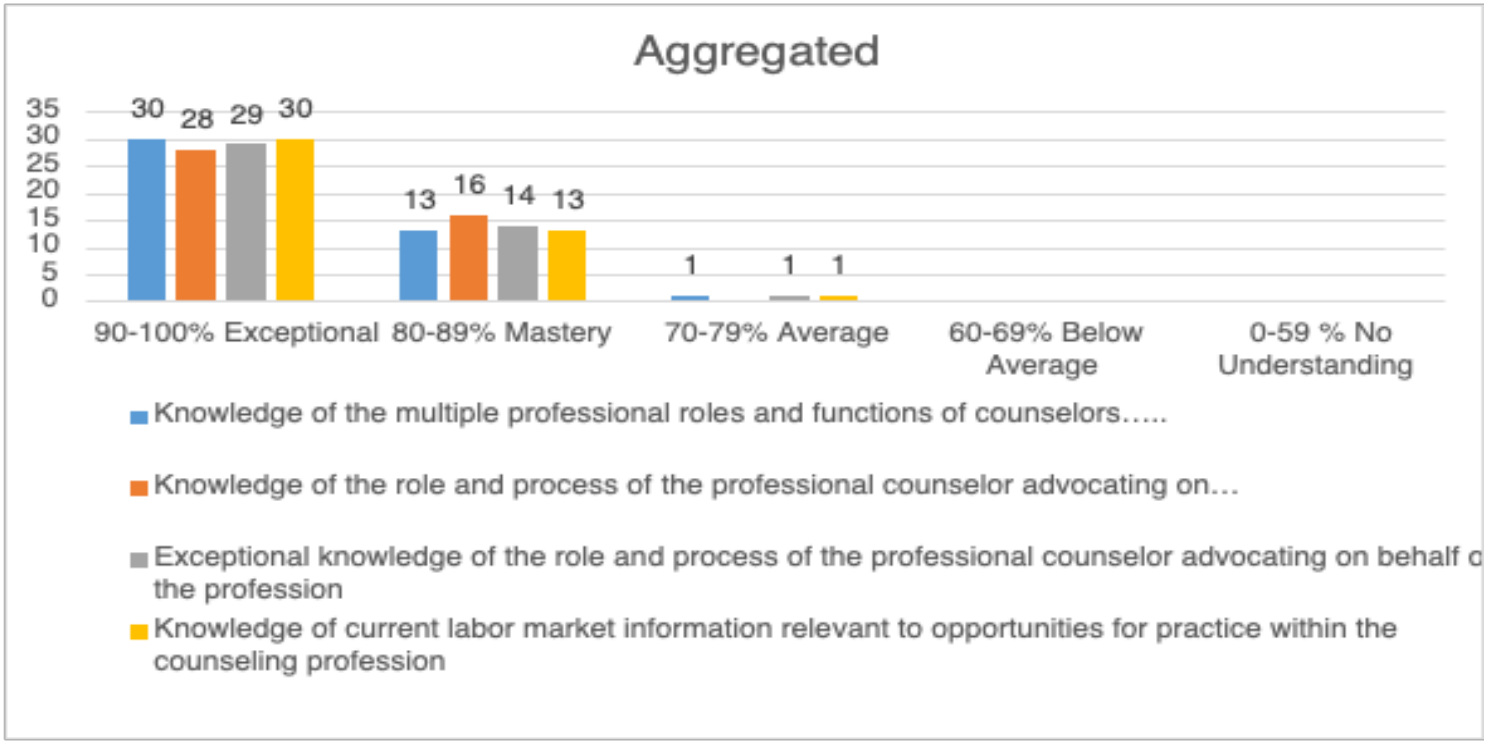
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average
0-59 % No Understanding
Knowledge of advocacy processes needed to address institutional and social barriers that impede acces equity, and success for clients
Knowledge of professional counseling organizations, including membership benefits, activities, services t members, and current issues
Knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
Knowledge of current labor market information relevant to opportunities for practice within the counseling profession
Knowledge of technology's impact on the counseling profession

Quiz 4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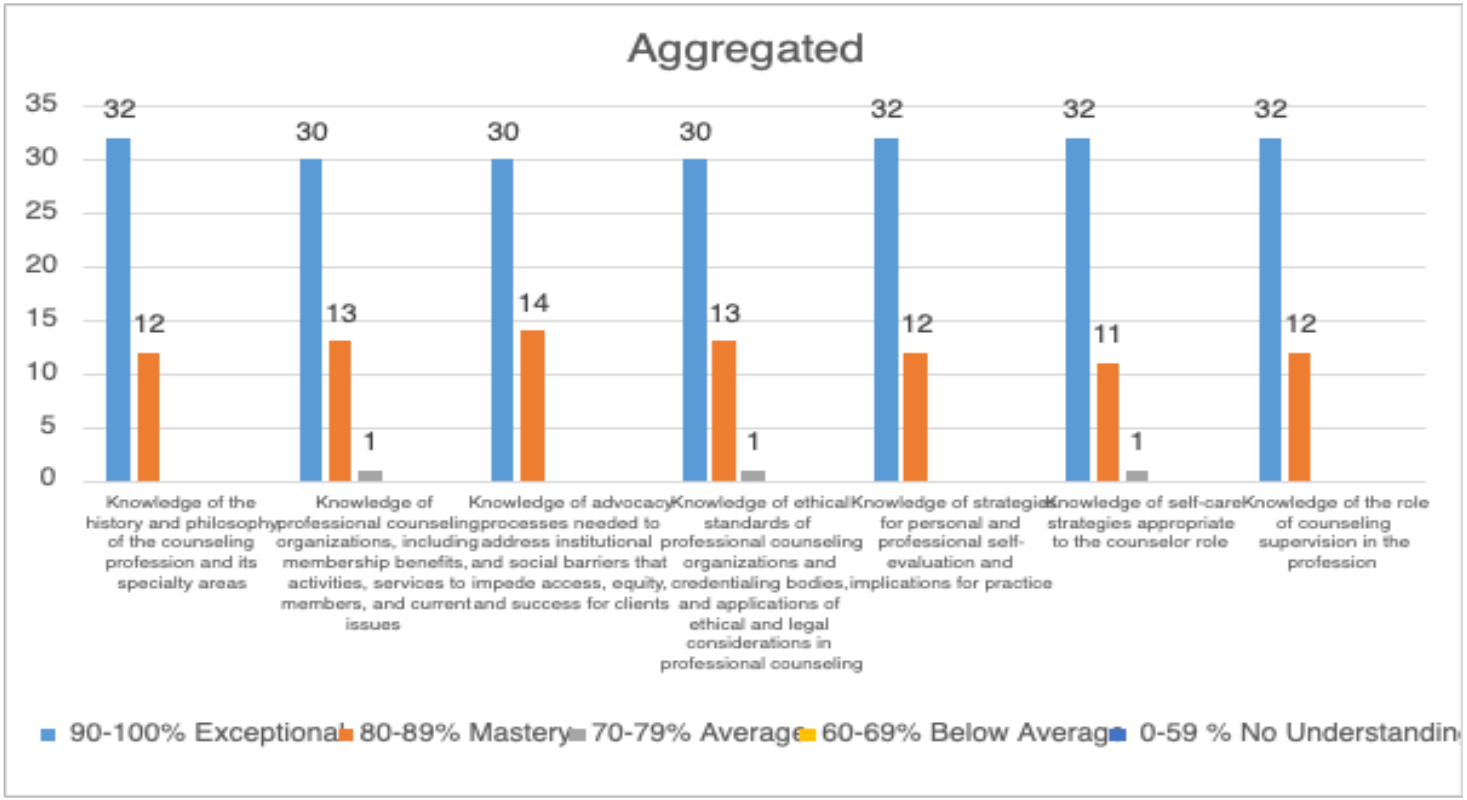
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average
0-59 % No Understanding
Knowledge of the multiple professional roles and functions of counselors…..
Knowledge of the role and process of the professional counselor advocating on…
Exceptional knowledge of the role and process of the professional counselor advocating on behalf o the profession
Knowledge of current labor market information relevant to opportunities for practice within the counseling profession

Quiz 5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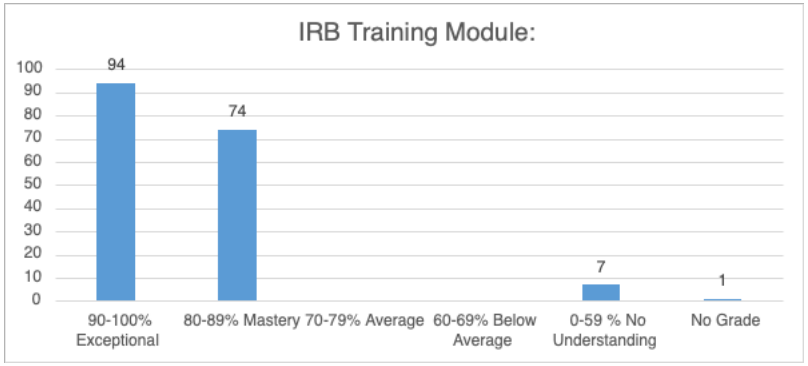
Knowledge of the history and philosophy of the counseling profession and its specialty areas
Knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues
Knowledge of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
Knowledge of strategies for personal and professional self-evaluation and implications for practice
Knowledge of self-care strategies appropriate to the counselor role
Knowledge of the role of counseling supervision in the profession
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Averag
0-59 % No Understandin

SLO 2- Professional Literacy: Gain knowledge and understanding of program evaluation and research methodology to include application, evaluation and analysis of quality research and effective counseling programs.

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600-Quiz 2	X				
CP 6600-Quiz 3	X				
CP 6600-Quiz 4	X				
CP 6600-Quiz 5	X				
IRB Protocol Training		X			
CP 6691 Research Proposal		X			
CP 6642- FTP			X		
CP 6610-Verbatim Transcript #1			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Career Theory Application				X	
PSY 6645-Clinical Evaluation Report					X
CP 6649-Personal Counseling Theory Paper					X

Measure 1


IRB Training Module:
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90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average
0-59 % No Understanding
No Grade

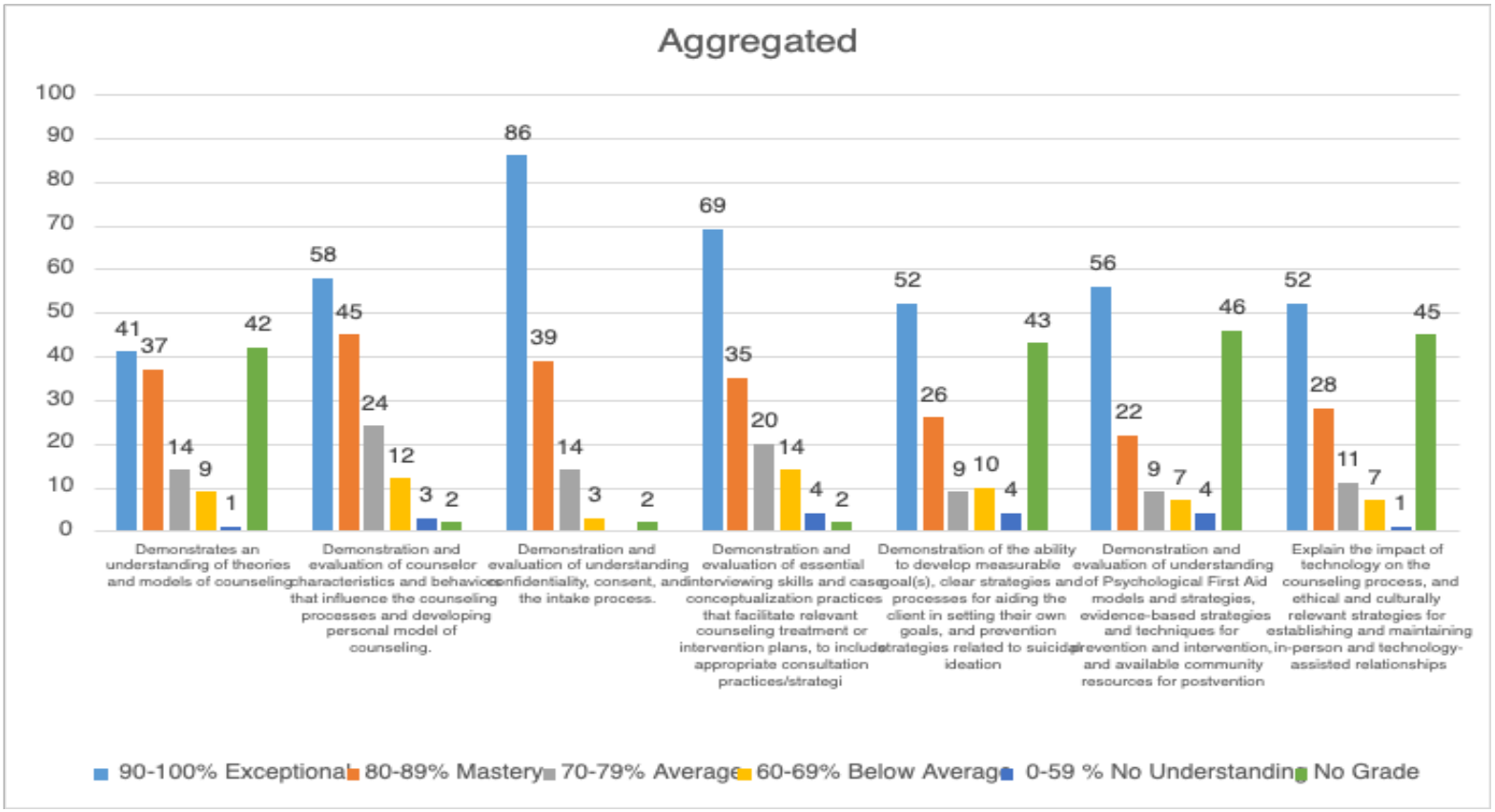
Measure 2

Research Proposal
Research Proposal: Overall Grade
Research Proposal: Methodology At the end of this section,...
Research Proposal: Methodology In this section you must...
Research Proposal: Literature Review: In this section you must...
Research Proposal: Literature Review: At the beginning of this...
Research Proposal: Statement of the Problem
APA, grammar, writing.
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average

SLO 3-Professionalism: Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.

Measure 1

Verbatim Transcript #1

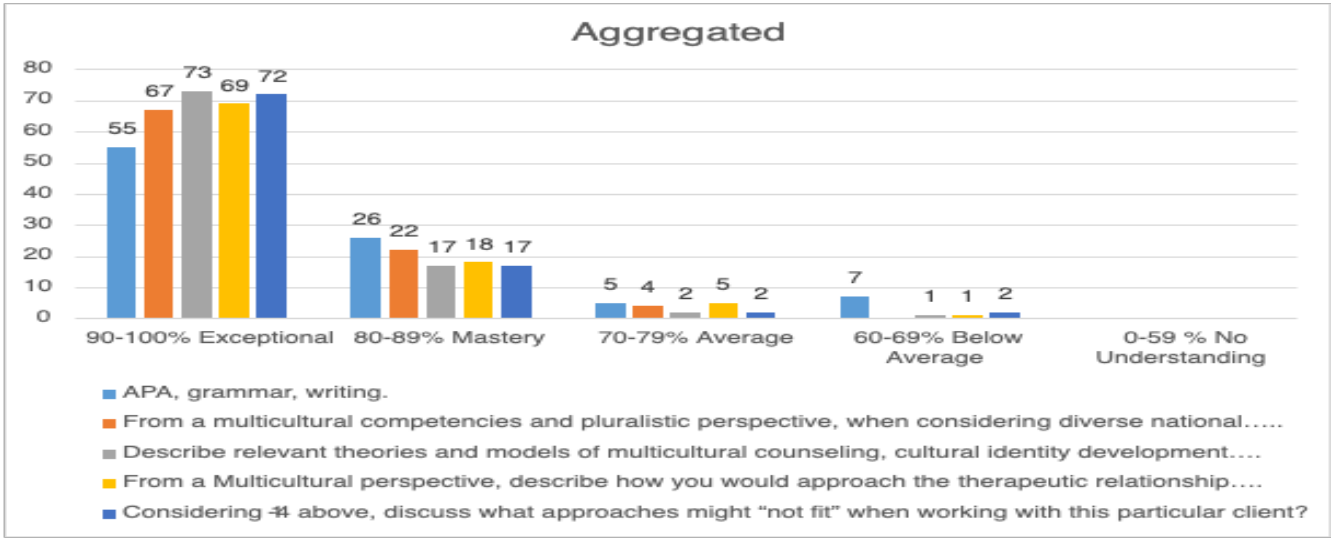


SLO 4- Diversity: Develop counseling abilities to analyze, evaluate, apply, and create treatment methodologies, therapeutic interventions, assessment techniques, effective cultural strategies, and other abilities that apply to the practice of counseling in school, agency clinical and community settings.

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600-Quiz 2	X				
CP 6600-Quiz 3	X				
CP 6600-Quiz 4	X				
CP 6600-Quiz 5	X				
IRB Protocol Training		X			
CP 6691 Research Proposal		X			
CP 6642- FTP			X		
CP 6610-Verbatim Transcript #1			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Career Theory Application				X	
PSY 6645-Clinical Evaluation Report					X
CP 6649-Personal Counseling Theory Paper					X

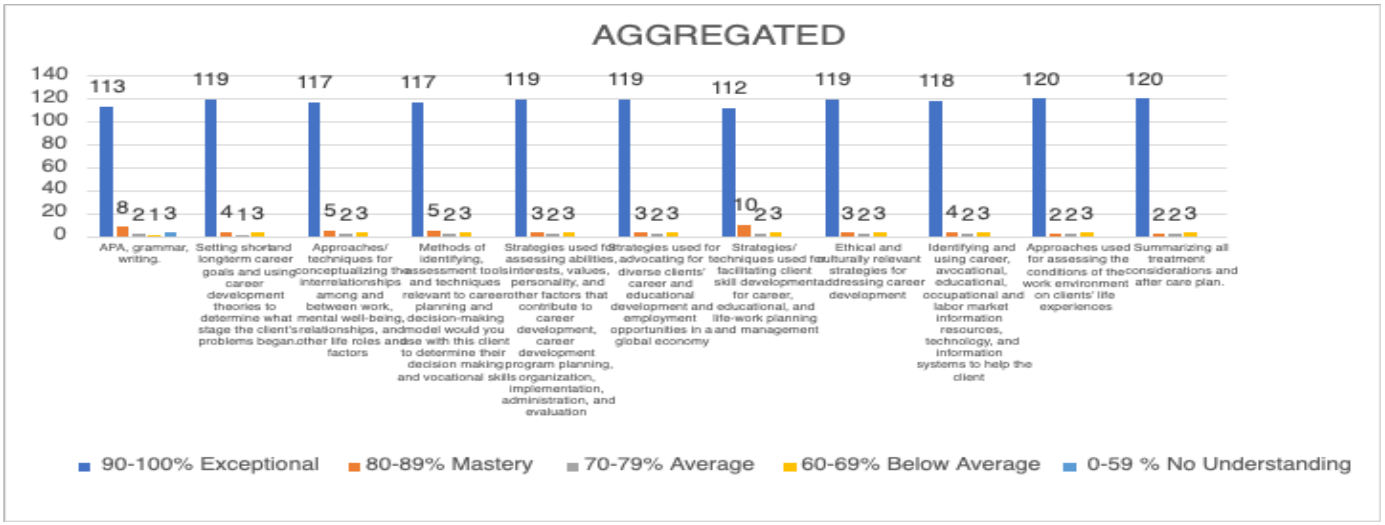
Measure 1

Case Study Ethics, Social Justice & Advocacy



Measure 2

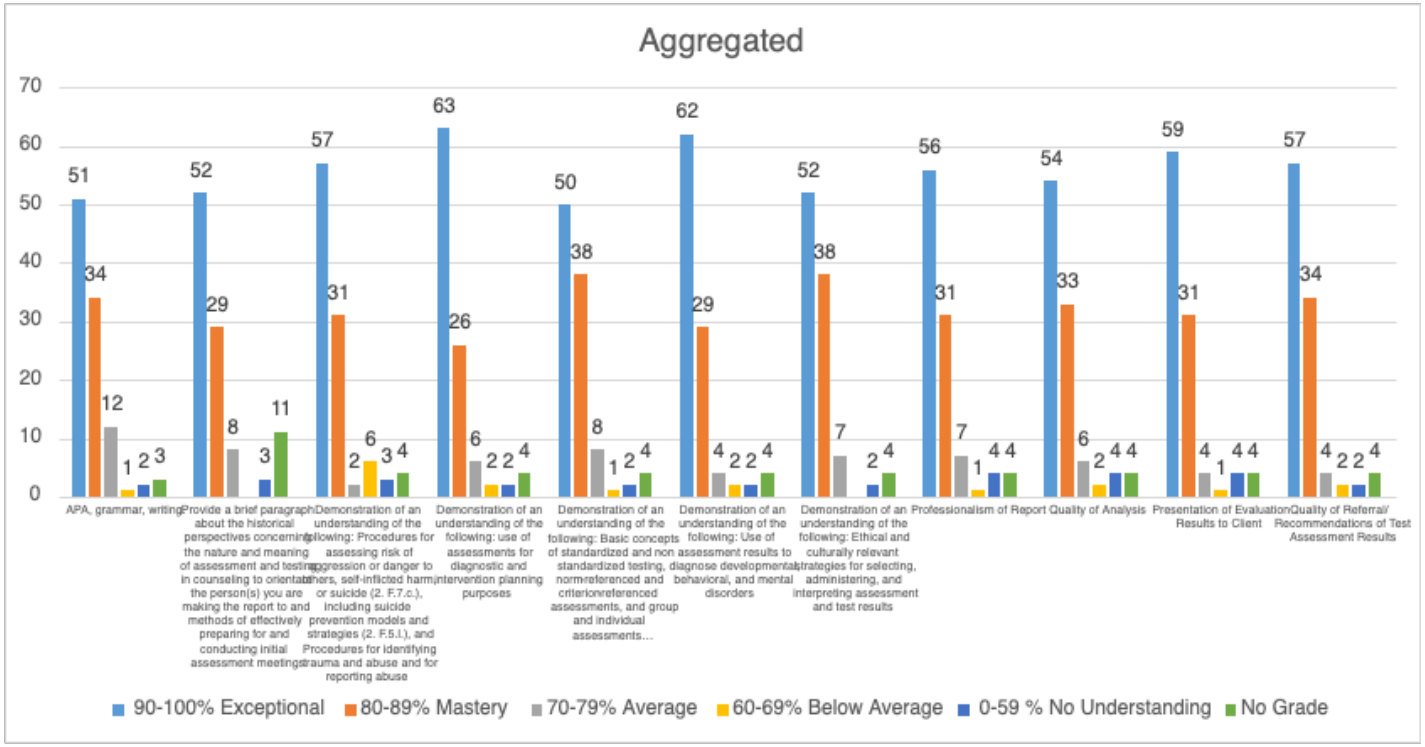
Career Theory Application Paper



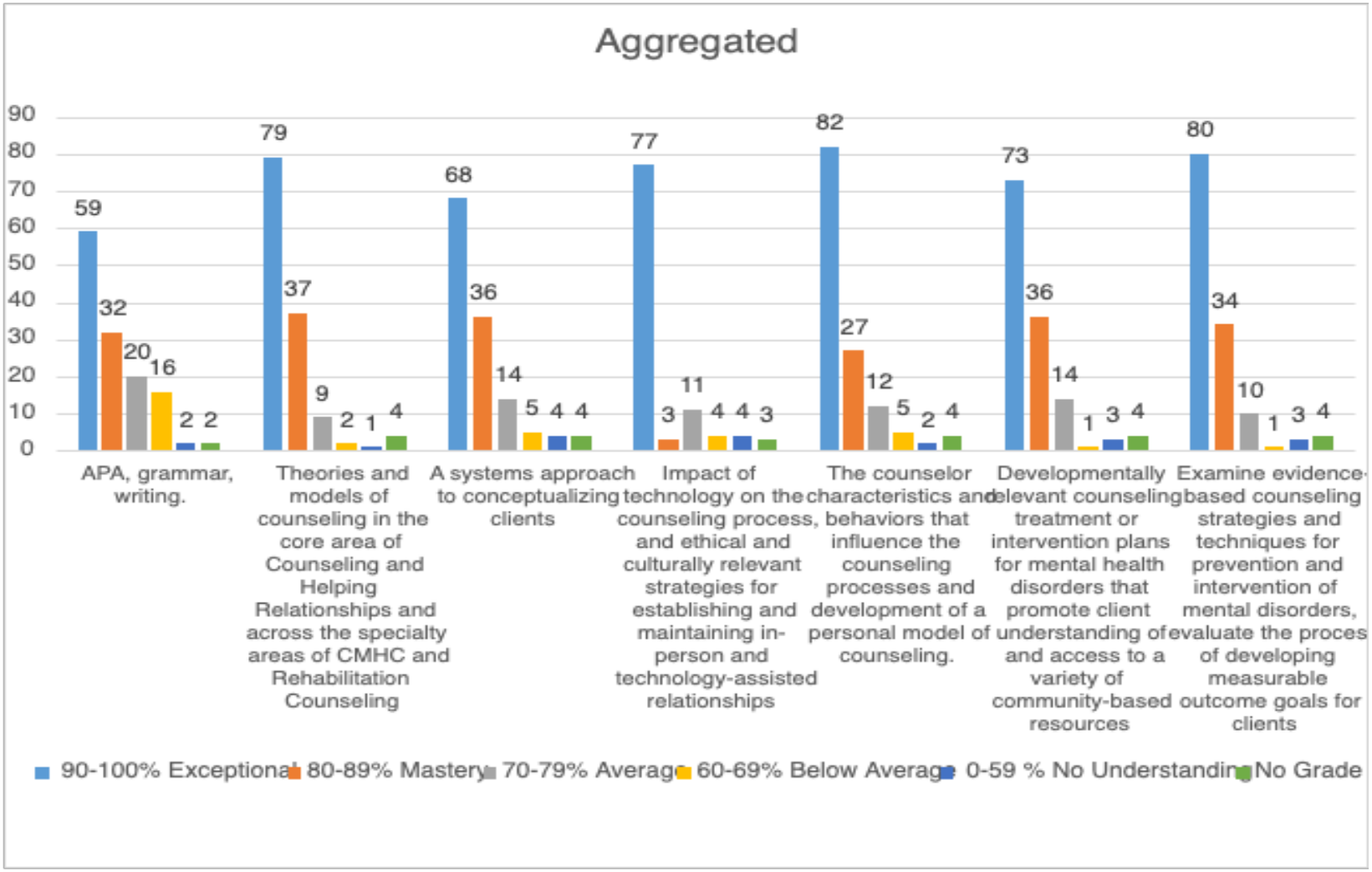
SLO 5- Professional Skills: Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice.

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600-Quiz 2	X				
CP 6600-Quiz 3	X				
CP 6600-Quiz 4	X				
CP 6600-Quiz 5	X				
IRB Protocol Training		X			
CP 6691 Research Proposal		X			
CP 6642- FTP			X		
CP 6610-Verbatim Transcript #1			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Career Theory Application				X	
PSY 6645-Clinical Evaluation Report					X
CP 6649-Personal Counseling Theory Paper					X

Measure 1
Clinical Evaluation Report



Measure 2
Personal Counseling Theory Paper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APA, grammar, writing.
Theories and models of counseling in the core area of Counseling and Helping Relationships and across the specialty areas of CMHC and Rehabilitation Counseling
A systems approach to conceptualizing clients
Impact of technology on the counseling process, and ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
The counselor characteristics and behaviors that influence the counseling processes and development of a personal model of counseling.
Developmentally relevant counseling treatment or intervention plans for mental health disorders that promote client understanding of and access to a variety of community-based resources
Examine evidence-based counseling strategies and techniques for prevention and intervention of mental disorders, evaluate the proces of developing measurable outcome goals for clients
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average
0-59 % No Understandin
No Grade