



EDUCATE THE MIND TO **THINK**,
THE HEART TO **FEEL**,
AND THE BODY TO **ACT**. -MOTTO 1887

Troy University

**Annual Report Program Evaluation Report
Clinical Mental Health Counseling, Rehabilitation Counseling, & School Counseling
AY 2020-2021**

Troy University

2020-2021 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 2019-2020 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
Babel Korinne	PhD CE	CMHC	LPC, CPCS, NCC, RPT	Phenix City
Berry Stephan	PhD CES	SC	LPC	Troy
Booker Samantha	PhD CES	CMHC, SC	LPC	Dothan
Boyd Lynn	PhD CES	CMHC, SA	LPC, NCC, MAC	Troy
Carlson Robert	PhD Psychology & Counseling	CMHC	LPC, CCMHC, MAT, CPCS	Phenix City

Cates Keith	PhD CE	CMHC	LPC-S Alabama, LPC-Georgia, NCC, BC-TMH	Troy
Crawford Sherrionda	PhD CE	CMHC, SC	LPC, LPC-S (AL), LPAC, CPCS (GA), SC, NCC	Phenix City
Dawson Gregory	PhD Counseling	CMHC		Altamonte Springs
Deroche Melissa	PhD CE	CMHC	LPC (AL, LA), MFT, LPC-S (LA), NCC, ACS	Montgomery
Driver Necoal	PhD CES	CMHC	None	Montgomery
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
Giunta Stephen	PhD Marriage & Family Counseling	CMHC	LMHC, NCC, CCMHC	Tampa
Hall Tabitha	PhD CE	CMHC	LMHC	Ft. Walton
Hodges Laura	PhD CE	SC	LPC-S (AL, TX), NCC, ACS, Certified Counselor (TX)	Montgomery
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
Messina James	PhD CE	CMHC	NCC, CCMHC, DCMHS-T Licensed Psychologist	Tampa
Misenhimer-Harpring Mary	PhD CE	CMHC	LPC, CPCS	Augusta
Ouellette Linda	PhD CES	CMHC	LMHC, LMFT	Altamonte Springs
Pollock Sandra	PhD CE	CMHC	LMHC	27
Premuda-Conti Paola	PhD Rehabilitation	RC	CRC	24
Reed Shelley	PhD CES	CMHC, SA	LPC, CACII, MAC, CPCS	45
Riley Lesley	PhD CE	CMHC	LPC, NCC, CPCS	24

Small Lamon	PhD Ed Psy	CMHC		24
Solomon Coralis	PhD CE	CMHC	LMHC, NCC	9
Tew-Washburn Suzanne	PhD Rehabilitation Counseling	RC	CRC, SPHR	30
Thompson Sharon	PhD Educational Psychology/Counseling	CMHC	LMHC, NCC, RPT-S, Licensed School Psychologist	36
Tucker Brent	PhD Counseling Psychology	CMHC	Licensed Psychologist, NCC	30
Upshaw April	PhD CE	CMHC	SLPC	0
Willis Joel	PhD Vocational Counseling/Special Ed	CMCRC	LPC, CRC, NCC	27

PROGRAM ASSESSMENT AND EVALUATIONS

Each year the Department of Counseling, Rehabilitation, and Interpreter Training hold 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	
June	CCC Meeting: Plans for Improvement & Program Modifications
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	12/9/21	-Updates on student enrollment and scholarship options. -Rehab graduate enrollment up by 3% -Updates on CACREP accreditation.	Continue marketing to bring in rehab students for the grant.
Montgomery	5/21/21	-Mission Statement was reviewed along with program outcomes and activities -Chi Sigma Iota was also discussed, and how community involvement can be productive in Tau Mu Chapter activities.	None
Phenix City	4/29/21	-Program overview. CACREP accredited still in place. -Considering an online program format. -Fall 2021 we are moving the 2016 CACREP Standards - Rehab moved from 48-60 hours Fall 2021 -COVID and enrollment	None
Troy	5/2019,	-Update on enrollment -Review of Undergraduate Rehab Programs -Faculty changes -2-year CACREP certification	None
Augusta	4/28/22	-Mission statement for program and specialty areas	- Consider trauma course for students taking Internship

		<ul style="list-style-type: none"> - CACREP requirements for Practicum and Internship Troy University Corporate Partnership and eligibility for discounted tuition rates 	<ul style="list-style-type: none"> - Advisory board members suggested that students have resumes ready when they reach out to sites and consider their applications a job interview
Pensacola	12/7/21	<ul style="list-style-type: none"> - Strengths and weaknesses of adjuncts and utilization in the program Overall, student morale and students' frustration with delayed graduation because of the inability to access online classes - Students have taken advantage of opportunities in suicide prevention training, Gottman training, and trauma treatment training. -Want a predictable path toward graduation 	<ul style="list-style-type: none"> -explore options and solutions as online classes fill as soon as they go online. -Course sequencing was created and utilized summer 2022 -New faculty member hired summer 2022
Panama City	9/12/21	<ul style="list-style-type: none"> Mission statement -Program activities -Updates on post master's -CACREP status update -Comps and study materials -overall pleased with student performance 	None
Tampa	10/2021	<ul style="list-style-type: none"> -Mission statement -program objectives -previous survey results -promoting student wellness 	None
Ft. Walton	3/31/22	<ul style="list-style-type: none"> -Program changes -Mission statement -Changes to the Professional Orientation course -Offering a menu of options for students regarding what tasks would be options at sites for indirect and direct hours 	<ul style="list-style-type: none"> -Dr. Hall is working together to create additional training videos to accompany Practicum/Internship for students -Dr. Hall agreed to revisit the tutorial created in both Professional Orientation and Research.
Altamonte Springs	10/2019	<ul style="list-style-type: none"> -Mission statement -Annual report data -Gap between Internship and employment 	<ul style="list-style-type: none"> -Consider adding a panel discussion with new program grads

		-New 0 suicide initiative—be in a mindset of assessing for safety and suicide prevention	
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SITE SUPERVISOR PRACTICUM/INTERNSHIP EVALUATION OF THE STUDENT SUMMARIES

Site Supervisor and Practicum/Internship Evaluation results can be reviewed in brief 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	2%	2.38%	9.76%	10.53%	0	4.35%
Below Average	4%	4.76%	2.44%	0	10.2%	2.17%
Average	10%	23.81%	19.51%	31.58%	18.37%	21.74%
Mastery	56%	45.24%	46.34%	36.84%	36.73%	56.52%
Exceptional	14%	23.81%	21.95%	21.05%	34.69%	15.22%

Specific Feedback:

- “Student needs to improve on writing BIRP notes and asking open ended questions.”
- “Student was very pleasant while interning here. She should continue to work on skills regarding challenging clients and be confident in herself.”
- “Student is accomplished in all areas of counseling theory and application. If she has a need area, it would be in knowledge of the history of counseling. This information would be helpful as she prepares for his licensure exam.”
- “Student has been a great addition to the team. He was very coachable and willing to learn on a daily basis. In sessions, he uses theory as a guide when working with students and establishing goals. He shows great empathy and has a niche for uncovering possible solutions.”
- “It was a pleasure working with student, she was able to assist the counselors in group setting, assist with preparing for and attend all group sessions, review all case notes and other materials for quality purpose, conducting assessments, setting up appointment and confirming appointments as well. Mrs. Cobb was eager to learn and did not mind asking any questions. Student took her Practicum serious and was always on time. I look

forward to working with student in the future.”

- “More supervision and feedback with medical records.”
- “Student would benefit from learning the financial aspect of therapy and managing a crisis.”
- “Student needs more development with crisis management and assessment for suicide risk.”
- “Student has progressed in his development and use of counseling facilitation skills, is able to effectively utilize supervision, and is receptive to feedback and appropriately implements feedback.”

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%	2.38%	0%	0%	0%	0%
Below Average	0%	0%	4.76%	0%	0	0%	0%
Average	0%	8%	23.81%	12%	4%	0%	3%
Mastery	36%	16%	45.24%	20%	28%	4%	5%
Exceptional	64%	76%	23.81%	48%	64%	14%	13%
Not Observed	0%	0%	0%	20%	4%	7%	4%

Specific Feedback:

- “Student has great potential being employed in the area of School Counseling. She brings to the table practical experience in the school classroom as a teacher at both the high school and middle school grade levels. Her experience as a school teacher enhances her level of competence, compassion and understanding with regard to students' needs. Student is very personable. She has the ability to work well individually and collaboratively with her colleagues and coworkers. She is also very receptive to feedback and new ideas. She brings competence and compassion to her work and has a genuine desire to learn and contribute. I am confident in her ability to excel in this profession.”
- “Student has been an asset to our school counseling program this year. She is always willing to help and has very creative ideas. She immediately connects with students and

forms strong bonds to use during counseling sessions. Staff and students immediately trust and open up to her.”

- “Student is going to be a great counselor. He is able to quickly form rapport with students and teachers, he asks good open-ended questions and listens for the answers, and he is very dependable. The areas marked anything less than exceptional are so marked because we have had limited opportunities to do those skills. I have not had the opportunity to take him into a Parent Teacher conference but will attempt to do so before the semester ends.”
- “The intern exceeded expectations above and beyond. She is more than capable of handling the role of being a school counselor.”
- “Student has been very strong in understanding the constraints of a school counseling environment in terms of resources, time, etc. which might be available to work with students. He does an exceptional job of applying techniques which are well-suited to both. His demeanor with students continues to be a perfect balance of being approachable and being a safe adult professional for them. This is so key to his success with students from such wide-ranging ages and backgrounds. Our school continues to be hopeful of having a fulltime spot open for him when he completes training and certification. Administration, Student Services staff, Instructional staff, families, and (of course!) students have found him to be a calm, supportive and knowledgeable resource when they need him.”

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%	0%	0%	0%	0%	0%

Average							
Average	14.29%	57.14%	42.86%	57.14%	14.29%	0%	28.57%
Mastery	28.75%	42.86%	42.86%	42.86%	85.71%	42.86%	0%
Exceptional	57.14%	0%	0%	0%	0%	42.86%	0%
No Basis	0%	0%	14.29%	0%	0%	14.29%	71.43%

CPCE AGGREGATION DATA- 2018-2021 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 PROGRAMS OVERALL

Subscale Sections	MIN	MAX	M	SD
Human Growth and Development	2	17	10.5	2.602
Social and Cultural Diversity	2	16	8.7	2.397
Counseling and Helping Relationships	1	17	8.7	2.667
Group Counseling and Group Work	1	16	9.3	2.414
Career Development	0	16	8.9	2.595
Assessment and Testing	0	17	9.3	2.726
Research and Program Evaluation	0	16	8.9	2.587
Professional Counseling Orientation and Ethical Practice	0	17	9.3	2.597
Overall	MIN	MAX	M	SD
Total Scores	33	121	73.6	13.839

CPCE Pass/Fail	N	N _P	N _F	Pass %
Cumulative Troy Totals	1037	387	650	37%

DOTHAN CAMPUS

Subscale Sections	MIN	MAX	M	SD
Human Growth and Development	6	15	11	2.213
Social and Cultural Diversity	2	13	7	2.206
Counseling and Helping Relationships	4	15	8.5	2.621
Group Counseling and Group Work	5	46	7.5	2.183
Career Development	5	16	8	2.334
Assessment and Testing	5	15	10	2.356
Research and Program Evaluation	4	16	6	2.373
Professional Counseling Orientation and Ethical Practice	2	57	10.5	2.591
Overall	MIN	MAX	M	SD
Total Scores	49	99	68.5	12.046
CPCE Pass/Fail	N	N _P	N _F	Pass %
Cumulative Troy Totals	74	33	36	47

MONTGOMERY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Human Growth and Development	2	15	9.7	2.719
Social and Cultural Diversity	2	16	8.4	2.422
Counseling and Helping Relationships	1	14	8.2	2.521
Group Counseling and Group Work	1	14	8.7	2.202
Career Development	2	14	8.1	2.458
Assessment and Testing	2	15	8.5	2.633
Research and Program Evaluation	1	14	8.4	2.503
Professional Counseling Orientation and Ethical Practice	3	15	8.6	2.624
Overall	MIN	MAX	M	SD
Total Scores	33	105	68.7	12.276
CPCE Pass/Fail	N	N _P	N _F	Pass %
Cumulative Troy Totals	159	34	125	21%

PHENIX CITY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Human Growth and Development	5	16	10.5	2.602
Social and Cultural Diversity	2	14	7.8	2.397
Counseling and Helping Relationships	3	15	8	2.667
Group Counseling and Group Work	4	15	9	2.414
Career Development	3	14	8.2	2.595
Assessment and Testing	2	17	8.9	2.726
Research and Program Evaluation	2	16	8.5	2.587
Professional Counseling Orientation and Ethical Practice	3	16	9	2.597
Overall				
MIN	MAX	M	SD	
Total Scores	38	107	70.2	12.951
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	133	37	96	30%

ALTAMONTE SPRINGS CAMPUS

Subscale Sections	MIN	MAX	M	SD
Human Growth and Development	3	17	10.7	2.555
Social and Cultural Diversity	3	14	9	2.214
Counseling and Helping Relationships	4	15	9	2.574
Group Counseling and Group Work	3	15	9.3	2.223
Career Development	3	15	8.9	2.397
Assessment and Testing	3	15	9.2	2.605
Research and Program Evaluation	2	14	8.7	2.472
Professional Counseling Orientation and Ethical Practice	5	15	9.7	2.240
Overall				
MIN	MAX	M	SD	
Total Scores	42	101	74.9	11.752
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	114	43	71	33%

AUGUSTA CAMPUS

Subscale Sections	MIN	MAX	M	SD
Human Growth and Development	3	16	9.8	2.497
Social and Cultural Diversity	3	13	8	2.132
Counseling and Helping Relationships	4	15	8.6	2.610
Group Counseling and Group Work	4	14	8.5	2.167
Career Development	0	15	7.8	2.706
Assessment and Testing	0	16	8.6	2.870
Research and Program Evaluation	0	15	7.9	2.457
Professional Counseling Orientation and Ethical Practice	0	14	8.4	2.509
Overall				
Total Scores	37	98	67.7	12.744
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	101	21	83	21%

FT. WALTON CAMPUS

Section	MIN	MAX	M	SD
Human Growth and Development	4	16	10.7	2.883
Social and Cultural Diversity	5	15	9.4	2.491
Counseling and Helping Relationships	2	15	9	2.612
Group Counseling and Group Work	4	16	10.2	2.618
Career Development	5	15	9.8	2.369
Assessment and Testing	3	15	10.1	2.901
Research and Program Evaluation	6	16	9.8	2.540
Professional Counseling Orientation and Ethical Practice	4	16	10.1	2.804
Overall				
Total Scores	51	120	79.2	14.590
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	59	30	29	51%

PANAMA CITY CAMPUS

Section	MIN	MAX	M	SD
Human Growth and Development	5	15	10.9	
Social and Cultural Diversity	3	15	8.8	
Counseling and Helping Relationships	5	15	9.7	
Group Counseling and Group Work	3	15	9.8	
Career Development	3	14	10.3	
Assessment and Testing	3	16	10.3	
Research and Program Evaluation	2	15	9.5	
Professional Counseling Orientation and Ethical Practice	3	14	9.6	
Overall				
MIN	MAX	M	SD	
Total Scores	44	112	79	14.902
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	57	33	24	58%

PENSACOLA CAMPUS

Section	MIN	MAX	M	SD
Human Growth and Development	5	15	11	2.375
Social and Cultural Diversity	3	15	8.8	2.440
Counseling and Helping Relationships	5	15	9.7	2.600
Group Counseling and Group Work	3	15	9.8	2.610
Career Development	3	14	10.3	2.112
Assessment and Testing	3	16	10.3	2.367
Research and Program Evaluation	2	15	9.5	2.928
Professional Counseling Orientation and Ethical Practice	3	14	9.6	2.069
Overall				
MIN	MAX	M	SD	
Total Scores	44	112	79	14.092
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	57	33	24	58%

TAMPA CAMPUS

Section	MIN	MAX	M	SD
Human Growth and Development	3	17	11.7	2.454

Social and Cultural Diversity	5	15	9.6	2.189
Counseling and Helping Relationships	4	17	9.5	2.536
Group Counseling and Group Work	4	15	10	2.494
Career Development	2	16	9.5	2.701
Assessment and Testing	3	17	10	2.909
Research and Program Evaluation	3	16	9.8	2.440
Professional Counseling Orientation and Ethical Practice	4	17	10.1	2.472
Overall				
	MIN	MAX	M	SD
Total Scores	52	121	80.4	13.942
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	123	73	50	59%

In response to data analysis, student evaluations, low program CPCE subscale scores in the area of research, and the overall pass rates of the exam, the department implemented 2 changes:

1. The course syllabus for Research Methods (CP 6691) was revised to increase students' exposure to each component of the research process (See Artifact 4.C.1). Additionally, librarians are embedded into the Canvas courses (See Artifact 4.C.2). Each term, the faculty member teaching the course will have an opportunity to request library support within the course. Students in the course will have direct access to library help. The librarian assistance includes current aid options that are available to students, such as inter-library loans and the use of library databases. The university librarian will also work with students to identify and access the material being covered to augment the student's understanding of the research process.
2. The program's comprehensive exam policy was modified.

GRADUATE ALUMNI SURVEY

The department has used information from alumni surveys to inform programmatic change. In Spring 2021, 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 147 graduates. There were 82 completed responses received, which is a 56% 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) Diagnosis, Assessment, and Treatment (93%).

The lowest rated areas were (1) meeting the needs of diverse clients, students, and consumers (90%) and research (91%).

The graduates identified membership within the following counseling organizations: American Counseling Association, American Mental Health Counseling Association, Association for Spiritual, Ethical and Religious Values in Counseling, Association for Play Therapy, Mental Health Counselors of Central Florida, Chi Sigma Iota, Alabama Counseling Associations, etc.

Overall, the graduates stated that the program well prepared them for the practice of professional counseling (94%). Specific feedback included:

- “The program's offerings are academically and theoretically sound, however, there are concerns among students and potential students that the program is losing momentum as experienced faculty are leaving the program (whether due to retirement or to pursue new opportunities).”
- “Yes! I have enjoyed the Troy university Counseling Program, and this counseling program has helped me train to be a better counselor in the future.”
- “The most valuable component to me has been the shared lived experiences that we have gleaned from the staff within the program. Also, the internship opportunities afforded to students has been invaluable. My on-site supervisor has shared her 25+ years of experiences with me this semester and been able to help me with so many new elements of counseling, The least valuable points have come from classes where teachers have been disengaged.”
- “Each class session was a learning opportunity which assisted me to become a better counselor.”
- “Most valuable - Professors' expertise, knowledge and experience; cohort experience; the small, family-like atmosphere, class availability that allows working full-time while going to school Least valuable - I'm honestly having a difficult time thinking of anything.”

EMPLOYER SURVEY

In Spring 2021, the Troy University Employer Survey was sent via email to employers of

program graduates. The email explained that the survey's intent was to collect their views related to the preparation and training of Troy University counseling students and that their responses would be utilized in making important decisions in the preparation and training of students in our programs.

The survey consisted of 17 questions and takes about 7 minutes to complete. It was emailed to 54 employers. There were 7 completed responses received, which is a 12% response rate. Of the completed responses received, all 7 were associated with Alabama campus locations.

Overall, the employers rated the program graduates as well prepared for the practice of professional counselling. 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.

REVIEW OF SYLLABI AND COMMON ASSIGNMENTS

In a review of student course evaluation survey responses, students consistently indicated that assignment instructions in course syllabi were vague and/or confusing, the assignment rubrics didn't appear to align with the assignment, and the number of assignments was overwhelming. Based on student feedback and working in concert with the CACREP Steering Committee, all course syllabi were reviewed. As a result, the faculty recommended and implemented several changes to the master syllabi: (1) updated and clarified assignment instructions, (2) revised the assignment rubrics to reflect the assignment objectives, and (3) decreased the number of common assignments.

In the Spring 2021 the Curriculum Committee Meeting, faculty reviewed the syllabi and determined that several assignments were outdated due to being aligned with the 2009 CACREP Standards. During these discussions, the deadline for programs to be in compliance with the 2016 CACREP Standards was also noted.

The CACREP Steering Committee reviewed and revised all course syllabi to align with the 2016 CACREP Standards. During the May 2021 CRIT Curriculum Meeting, the syllabi were approved for a Fall 2021 implementation date.

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 2, 2019.

Program Enrollment and Completion Rates

Rehabilitation Counseling	
Enrollment	50
Graduates	21
Completion Rates	97%
Passed Licensure/Certification Exam	67%
Job Placement	90%
School Counseling	
Enrollment	33
Graduates	8
Completion Rates	98%
Passed Licensure/Certification Exam	100%
**Job Placement	90%
Clinical Mental Health Counseling	
Enrollment	511
Graduates	118
Completion Rates	97%
Passed Licensure/Certification Exam	69%
Job Placement	95%

****Many of the program's school counseling graduates are working in clinical placements or till 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 National Counselor Exam (NCE) because the program doesn't require a passing score on the NCE prior to graduation.

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

2020-2021 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, Tampa, and Altamonte Springs

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 of ethical 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 for the 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 disabilities as 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 skills and competencies they need to function effectively in society; and
6. Know the technology and accommodations that are available to provide individuals with 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 is consistent 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).

SLO 1- Content Knowledge: Student will 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.

SLO 2- Professional Skills: Student will develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.

SLO 3- Professional Literacy: Student will gain knowledge and understanding of program evaluation and research methodology to include application, evaluation and analysis of quality research and effective counseling programs.

SLO 4- Diversity: Student will 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.

SLO 5- Professionalism: Student will 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 Essay #2	X				
CP 6610-Verbatim Transcript		X			
PSY 6645-Clinical Evaluation Report		X			
CP 6600-Essay #1			X		
CP 6691 Research Proposal			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Case Study #2				X	
CP 6600- Essay #3					X
CP 6649-Personal Counseling Theory Paper					X

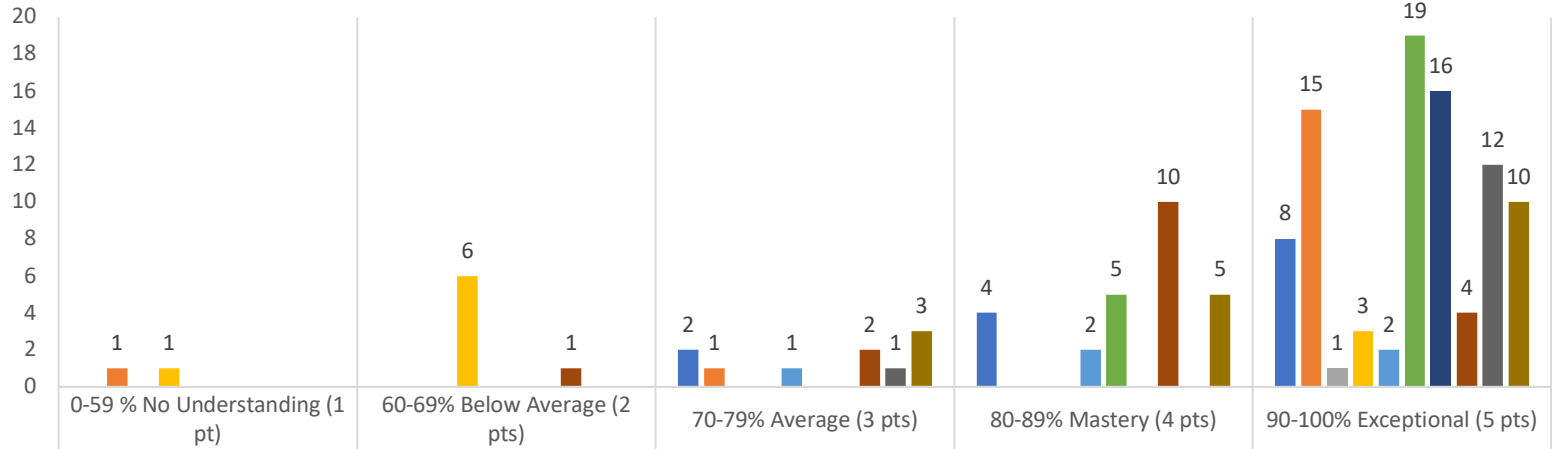
Aggregate Results by Location CP 6651 Case Study Ethics, Social Justice & Advocacy

SLO 1- Content Knowledge: Student will 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 Essay #2	X				
CP 6610-Verbatim Transcript		X			
PSY 6645-Clinical Evaluation Report		X			
CP 6600-Essay #1			X		
CP 6691 Research Proposal			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Case Study #2				X	
CP 6600- Essay #3					X
CP 6649-Personal Counseling Theory Paper					X

Measurement # 1

Activity/Assess History/Phil QUIZ IHistory/ Philoso of Counseling Profession CACREP-2009.INT.2.G.1.a

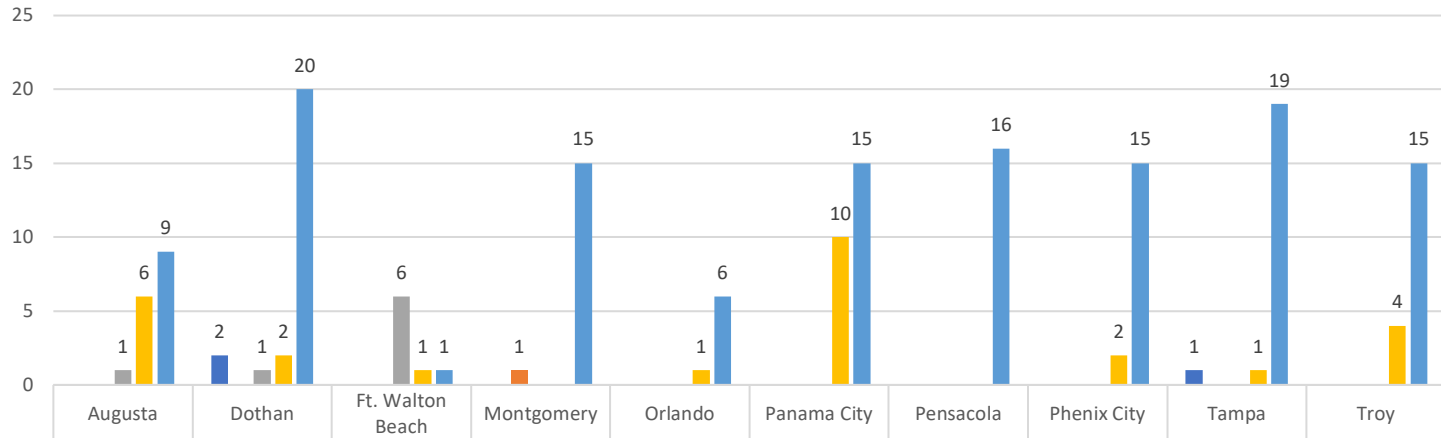


■ Augusta			2	4	8
■ Dothan	1		1		15
■ Ft. Walton Beach					1
■ Montgomery	1	6			3
■ Orlando			1	2	2
■ Panama City				5	19
■ Pensacola					16
■ Phenix City		1	2	10	4
■ Tampa			1		12
■ Troy			3	5	10

Measurement #2

Knowledge of the attributes of self-care in the counseling profession CACREP-2009.2.G.1.d

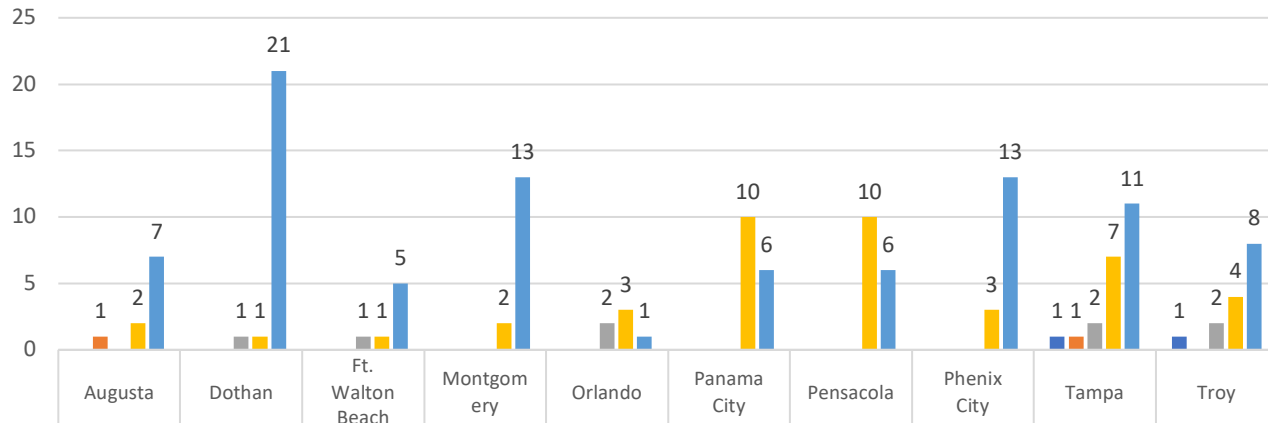
■ 0-59 % No Understanding (1 pt)
 ■ 60-69% Below Average (2 pts)
 ■ 70-79% Average (3 pts)
 ■ 80-89% Mastery (4 pts)
 ■ 90-100% Exceptional (5 pts)



■	0-59 % No Understanding (1 pt)		2						1	
■	60-69% Below Average (2 pts)			1						
■	70-79% Average (3 pts)	1	1	6						
■	80-89% Mastery (4 pts)	6	2	1		1	10		2	1
■	90-100% Exceptional (5 pts)	9	20	1	15	6	15	16	15	19

Knowledge of the personal qualities that contribute to the development of a “therapeutic-self.” CACREP-2009.2.G.1.d

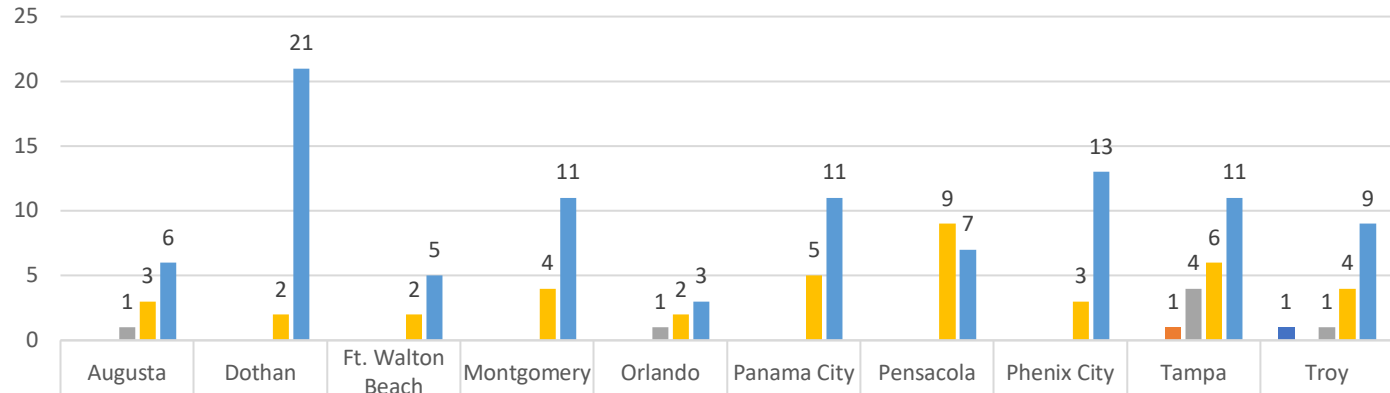
■ 0-59 % No Understanding (1 pt) ■ 60-69% Below Average (2 pts) ■ 70-79% Average (3 pts) ■ 80-89% Mastery (4 pts) ■ 90-100% Exceptional (5 pts)



■ 0-59 % No Understanding (1 pt)									1	1
■ 60-69% Below Average (2 pts)	1								1	
■ 70-79% Average (3 pts)		1	1		2				2	2
■ 80-89% Mastery (4 pts)	2	1	1	2	3	10	10	3	7	4
■ 90-100% Exceptional (5 pts)	7	21	5	13	1	6	6	13	11	8

**Knowledge of the roles of supervision and mentoring as applied to personal development CACREP-
2009.2.G.1.d**

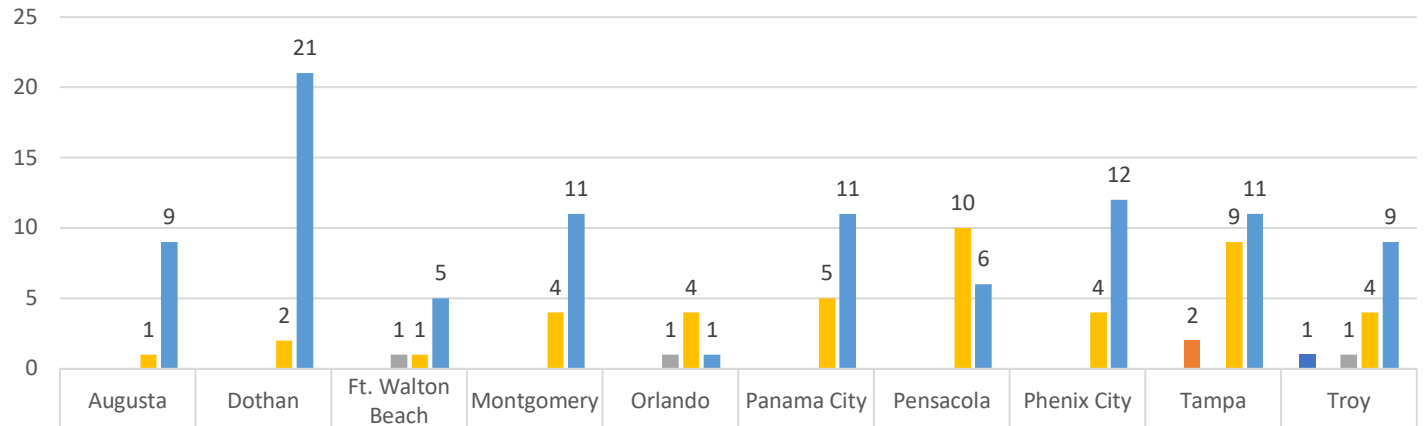
■ 0-59% No Understanding (1 pt) ■ 60-69% Below Average (2 pts) ■ 70-79% Average (3 pts) ■ 80-89% Mastery (4 pts) ■ 90-100% Exceptional (5 pts)



■ 0-59% No Understanding (1 pt)										1
■ 60-69% Below Average (2 pts)									1	
■ 70-79% Average (3 pts)	1				1			4		1
■ 80-89% Mastery (4 pts)	3	2	2	4	2	5	9	3	6	4
■ 90-100% Exceptional (5 pts)	6	21	5	11	3	11	7	13	11	9

APA quality of writing and use of appropriate grammar

■ 0-59 % No Understanding (1 pt) ■ 60-69% Below Average (2 pts) ■ 70-79% Average (3 pts) ■ 80-89% Mastery (4 pts) ■ 90-100% Exceptional (5 pts)



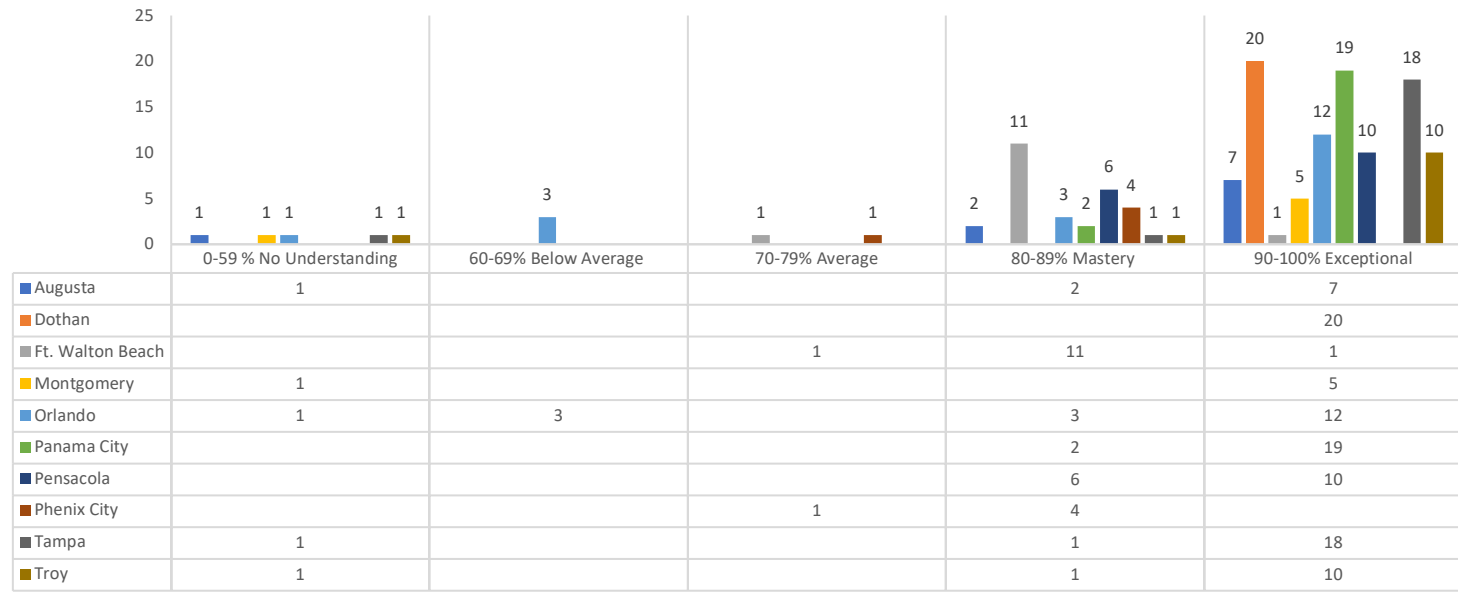
■ 0-59 % No Understanding (1 pt)										1
■ 60-69% Below Average (2 pts)									2	
■ 70-79% Average (3 pts)			1		1					1
■ 80-89% Mastery (4 pts)	1	2	1	4	4	5	10	4	9	4
■ 90-100% Exceptional (5 pts)	9	21	5	11	1	11	6	12	11	9

SLO 2- Professional Skills: Student will develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.

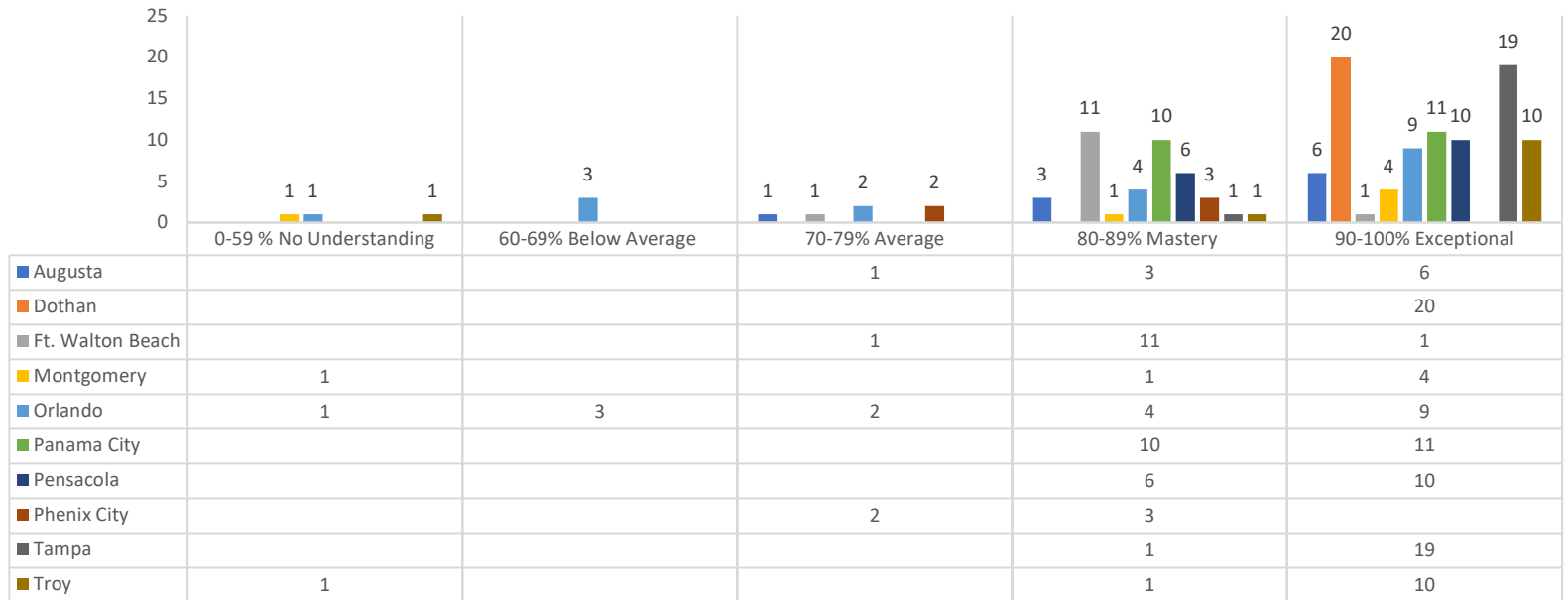
Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600 Essay #2	X				
CP 6610-Verbatim Transcript		X			
PSY 6645-Clinical Evaluation Report		X			
CP 6600-Essay #1			X		
CP 6691 Research Proposal			X		
CP 6651-Case Study Ethics, Social Justice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

Measurement #1

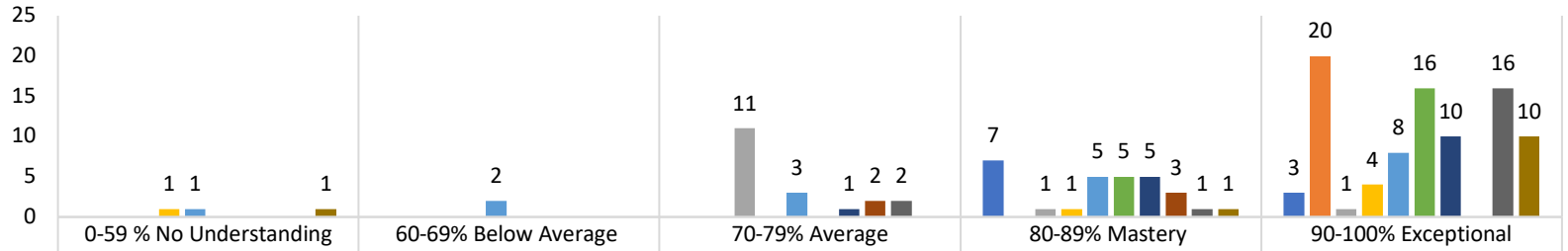
Demonstrates an understanding of the counseling process in a multicultural society (CACREP Section II, G 5)



**Demonstration and evaluation of counselor characteristics and behaviors that influence the helping processes (CACREP
Section II, G 5 b.) CACREP-2009.2.G.5.b**

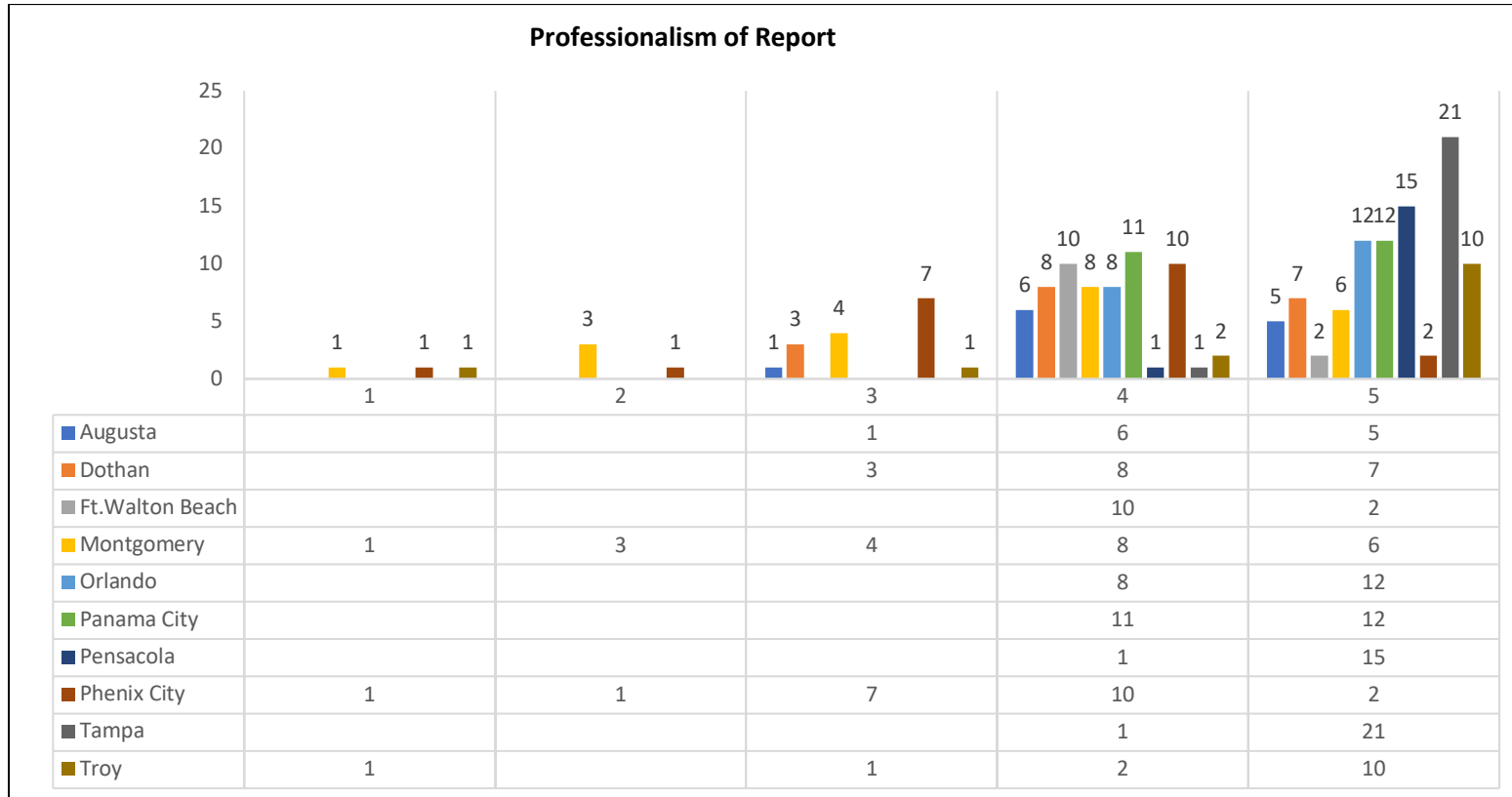


Demonstration and evaluation essential interviewing and counseling skills (CACREP Section II, G 5 c.); CACREP-2009.2.G.5.c

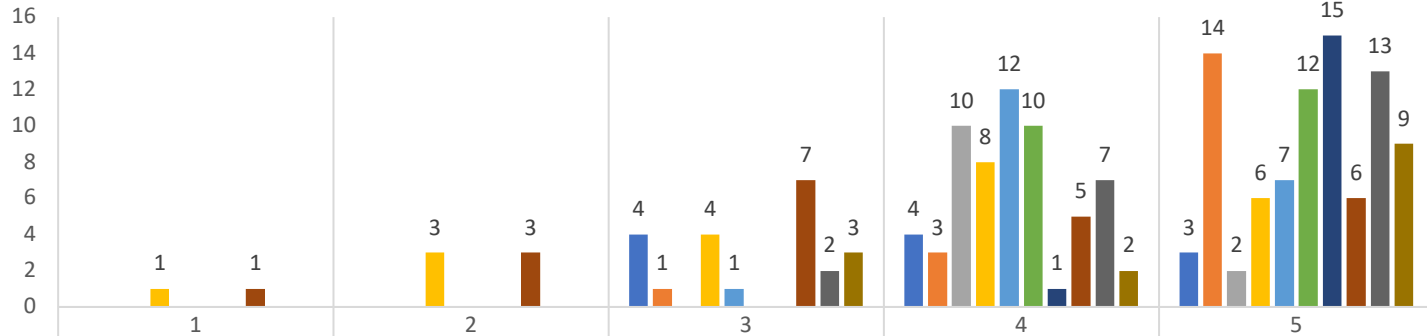


■ Augusta				7	3
■ Dothan					20
■ Ft. Walton Beach			11	1	1
■ Montgomery	1			1	4
■ Orlando	1	2	3	5	8
■ Panama City				5	16
■ Pensacola			1	5	10
■ Phenix City			2	3	
■ Tampa			2	1	16
■ Troy	1			1	10

Measurement #2

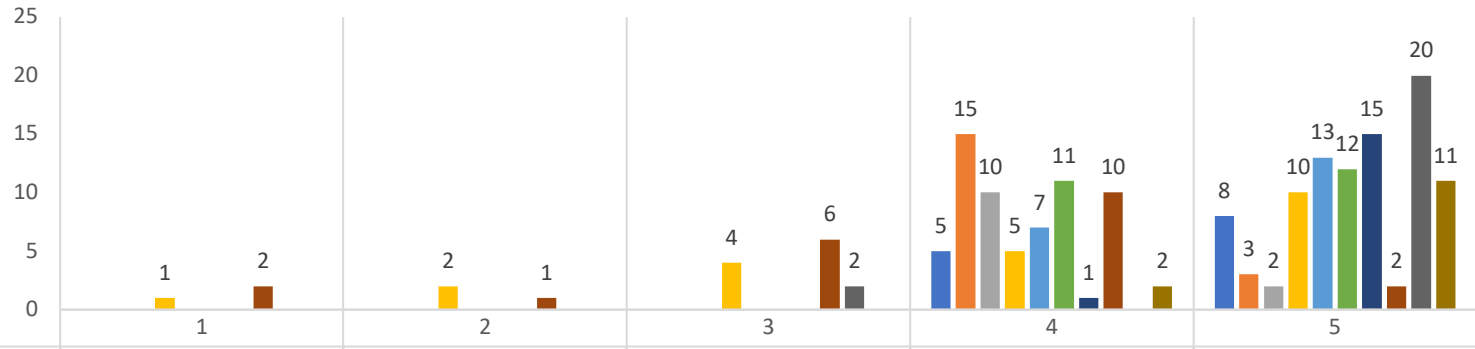


Quality of Analysis



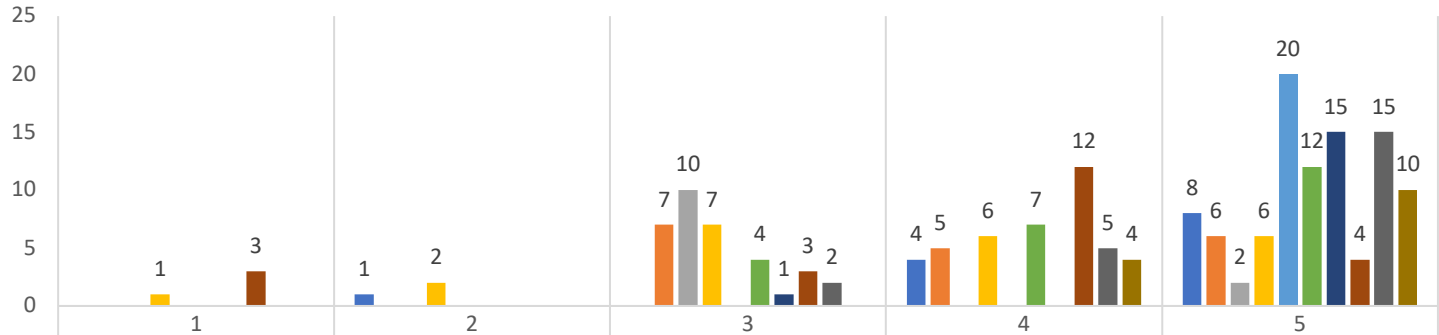
■ Augusta			4	4	3
■ Dothan			1	3	14
■ Ft. Walton Beach				10	2
■ Montgomery	1	3	4	8	6
■ Orlando			1	12	7
■ Panama City				10	12
■ Pensacola				1	15
■ Phenix City	1	3	7	5	6
■ Tampa			2	7	13
■ Troy			3	2	9

Presentation of valuation Results to Client



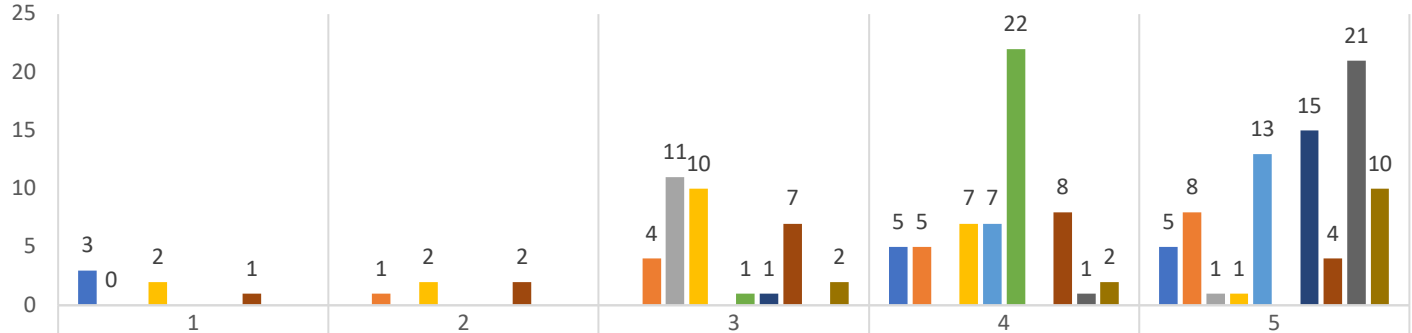
■ Augusta				5	8
■ Dothan				15	3
■ Ft. Walton Beach				10	2
■ Montgomery	1	2	4	5	10
■ Orlando				7	13
■ Panama City				11	12
■ Pensacola				1	15
■ Phenix City	2	1	6	10	2
■ Tampa			2		20
■ Troy				2	11

Quality of Referral



■ Augusta		1		4	8
■ Dothan			7	5	6
■ Ft. Walton Beach			10		2
■ Montgomery	1	2	7	6	6
■ Orlando					20
■ Panama City			4	7	12
■ Pensacola			1		15
■ Phenix City	3		3	12	4
■ Tampa			2	5	15
■ Troy				4	10

Quality of Writing



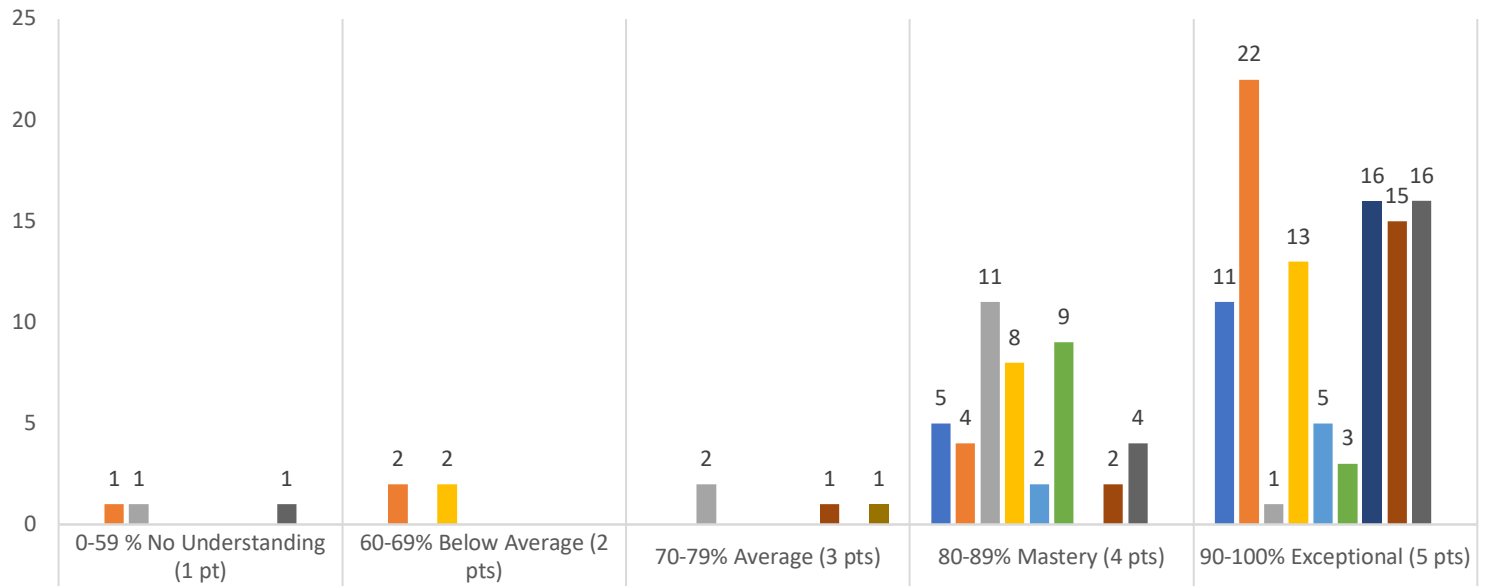
■ Augusta	3			5	5
■ Dothan	0	1	4	5	8
■ Ft. Walton Beach			11		1
■ Montgomery	2	2	10	7	1
■ Orlando				7	13
■ Panama City			1	22	
■ Pensacola			1		15
■ Phenix City	1	2	7	8	4
■ Tampa				1	21
■ Troy			2	2	10

SLO 3- Professional Literacy: Student will 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 Essay #2	X				
CP 6610-Verbatim Transcript		X			
PSY 6645-Clinical Evaluation Report		X			
CP 6600-Essay #1			X		
CP 6691 Research Proposal			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Case Study #2				X	
CP 6600- Essay #3					X
CP 6649-Personal Counseling Theory Paper					X

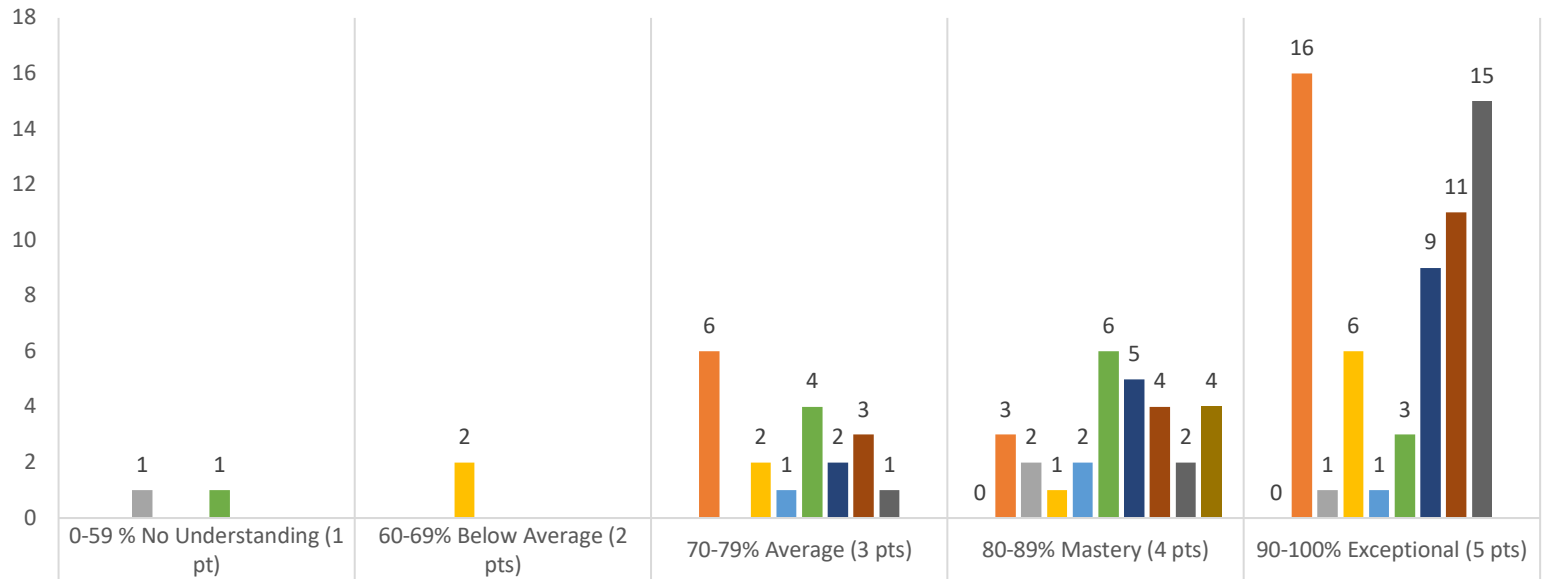
Measurement # 1

Knowledge of the Roles and Relationships within the parameters of empathy CACREP-2009.2.G.1.b CACREP-2009.2.G.1.c



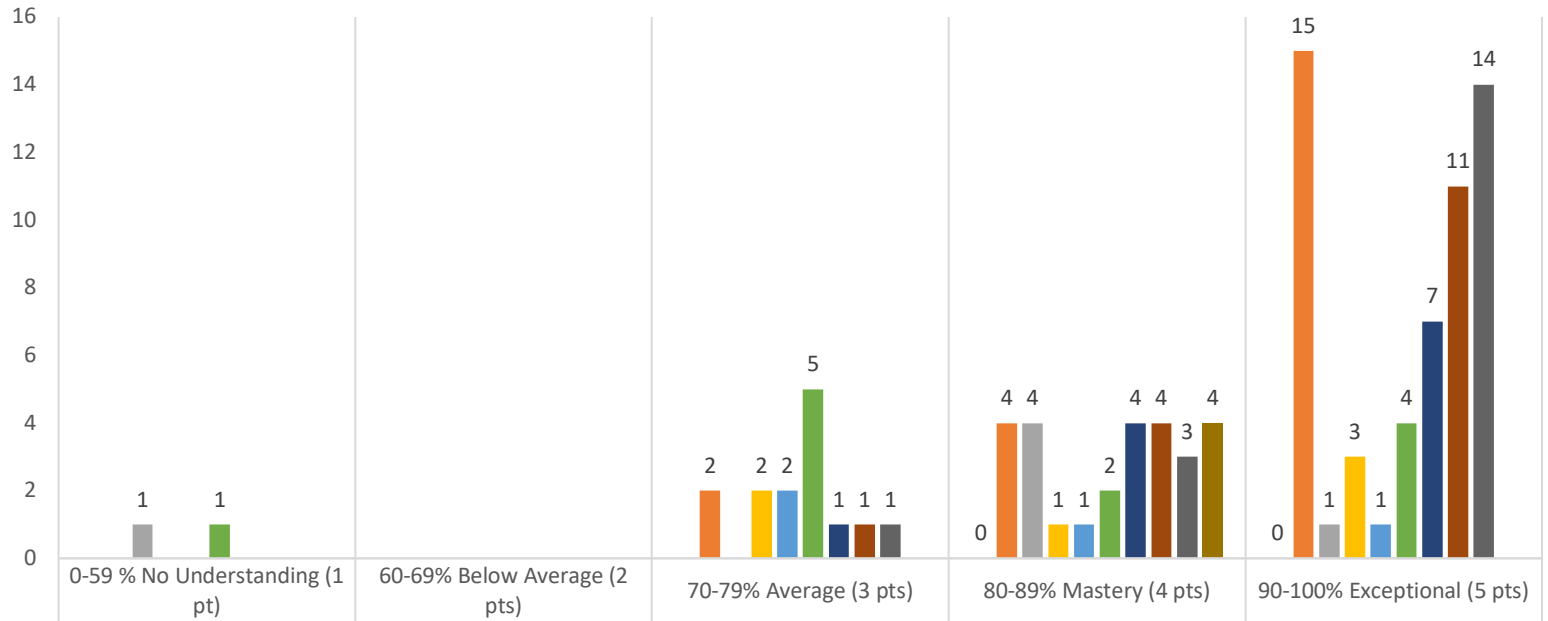
■ Augusta				5	11
■ Dothan	1	2		4	22
■ Ft. Walton Beach	1		2	11	1
■ Montgomery		2		8	13
■ Orlando				2	5
■ Panama City				9	3
■ Pensacola					16
■ Phenix City			1	2	15
■ Tampa	1			4	16
■ Troy			1		

Knowledge of the roles and responsibilities of the counseling profession in crisis, disaster, trauma-causing events
CACREP-2009.2.G.1.b CACREP-2009.2.G.1.c



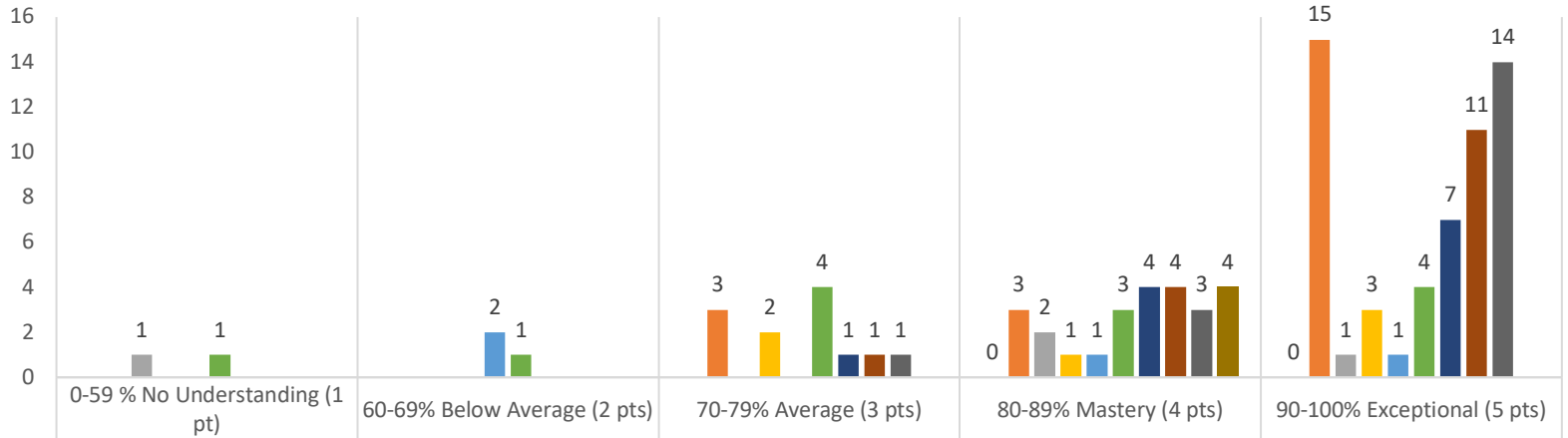
■ Augusta				0	0
■ Dothan			6	3	16
■ Ft. Walton Beach	1			2	1
■ Montgomery		2	2	1	6
■ Orlando			1	2	1
■ Panama City	1		4	6	3
■ Pensacola			2	5	9
■ Phenix City			3	4	11
■ Tampa			1	2	15
■ Troy				4	

Knowledge of the collaborative process in the counseling profession CACREP-2009.2.G.1.b CACREP-2009.2.G.1.c



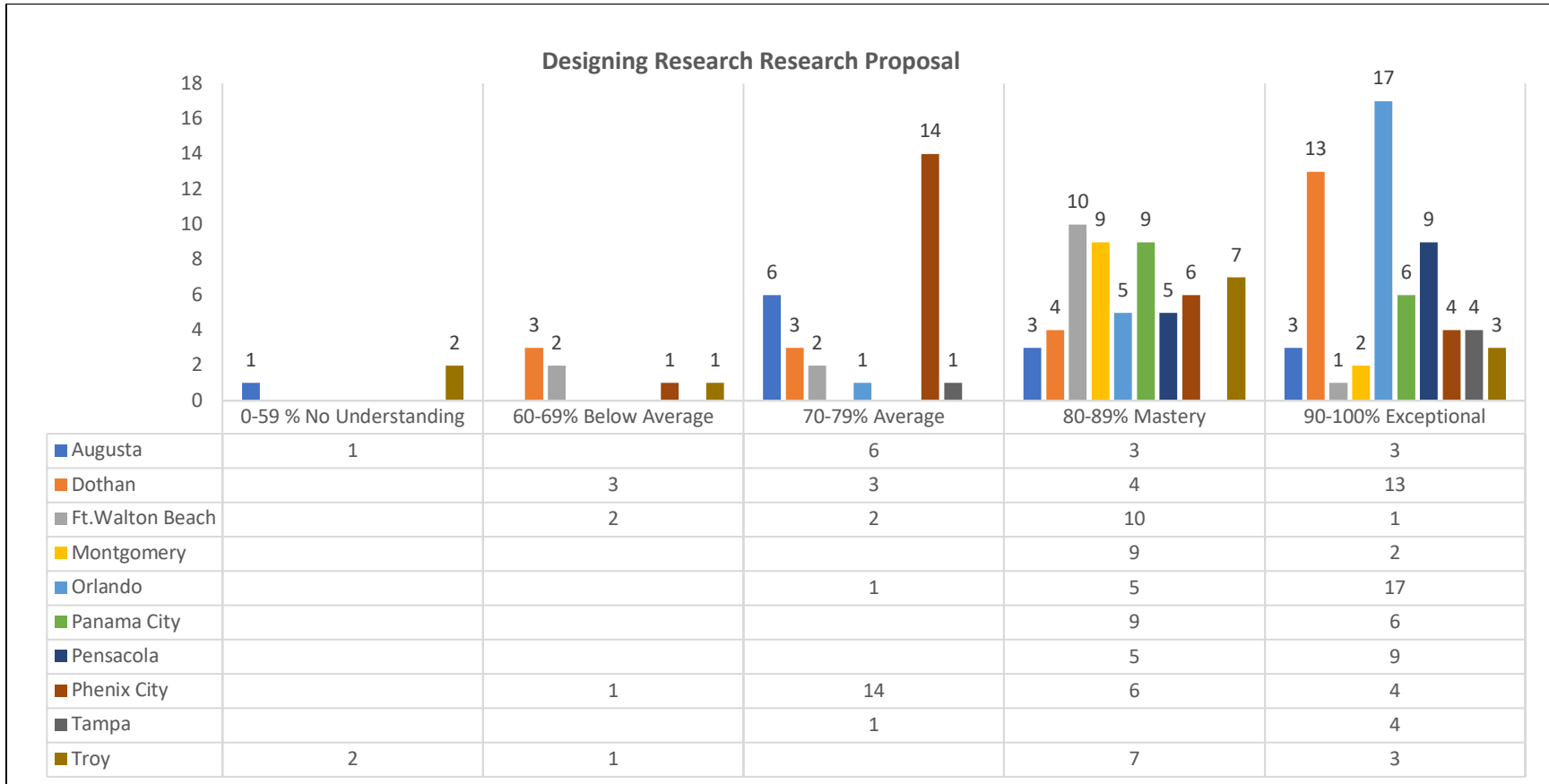
■ Augusta				0	0
■ Dothan			2	4	15
■ Ft. Walton Beach	1		1	4	1
■ Montgomery			2	1	3
■ Orlando			2	1	1
■ Panama City	1		5	2	4
■ Pensacola			1	4	7
■ Phenix City			1	4	11
■ Tampa			1	3	14
■ Troy				4	

APA quality of writing and use of appropriate grammar

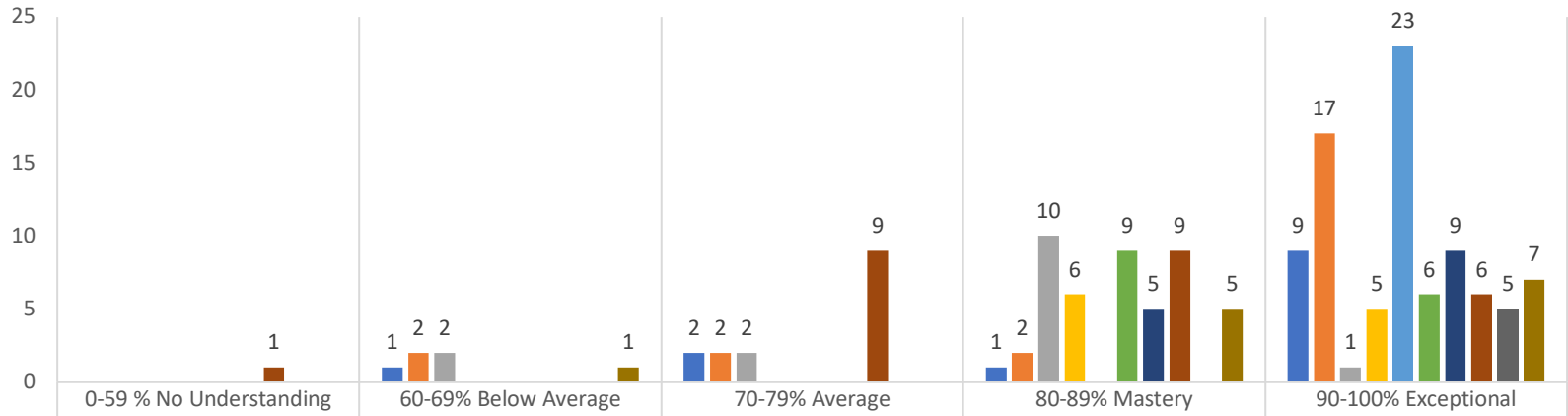


■ Augusta				0	0
■ Dothan			3	3	15
■ Ft. Walton Beach	1			2	1
■ Montgomery			2	1	3
■ Orlando		2		1	1
■ Panama City	1	1	4	3	4
■ Pensacola			1	4	7
■ Phenix City			1	4	11
■ Tampa			1	3	14
■ Troy				4	

Measurement #2

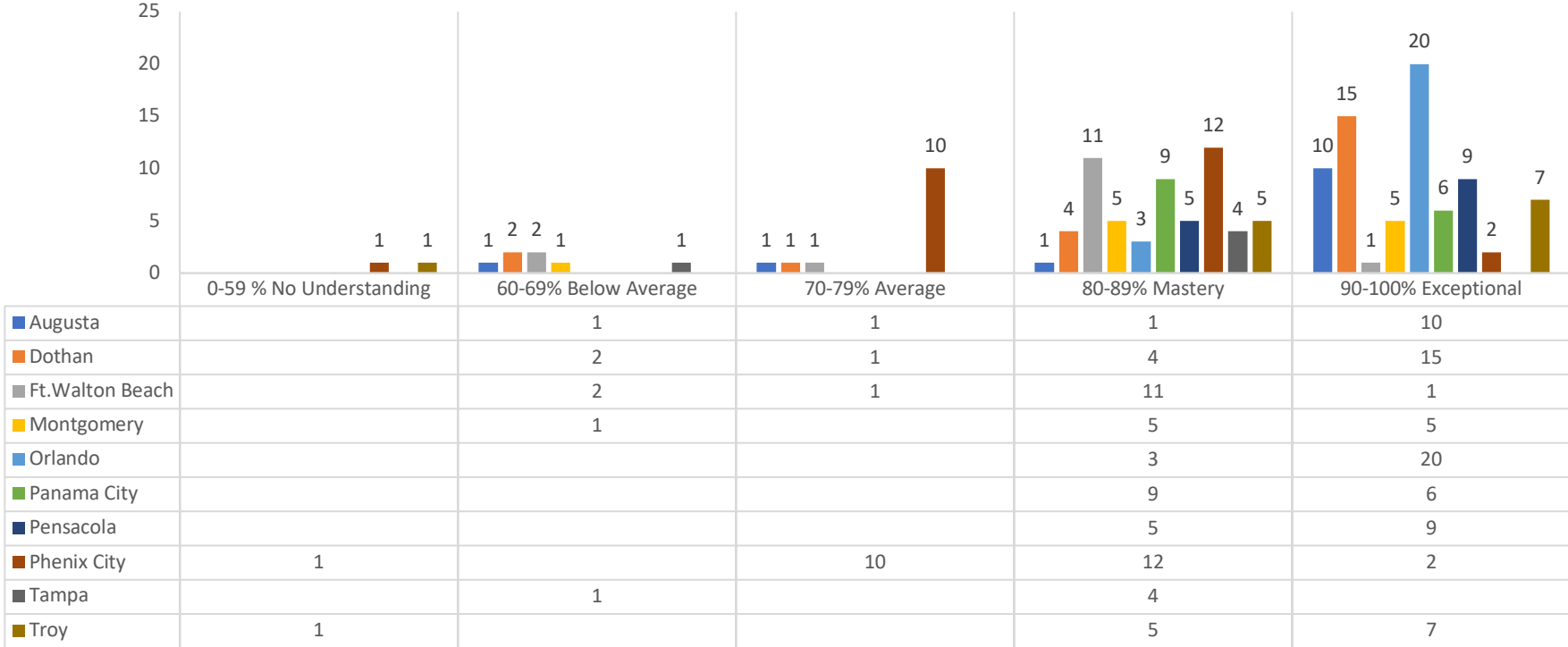


Research Proposal: Statement of the Problem

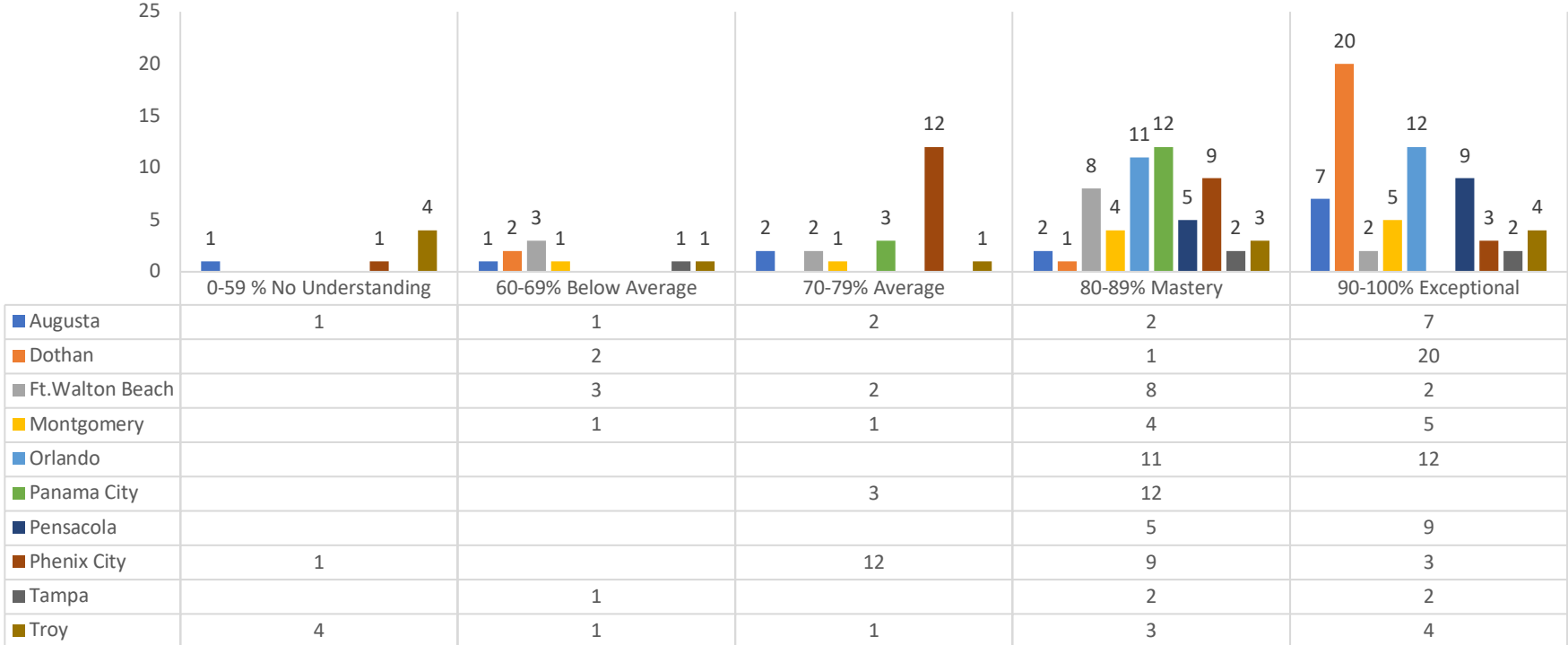


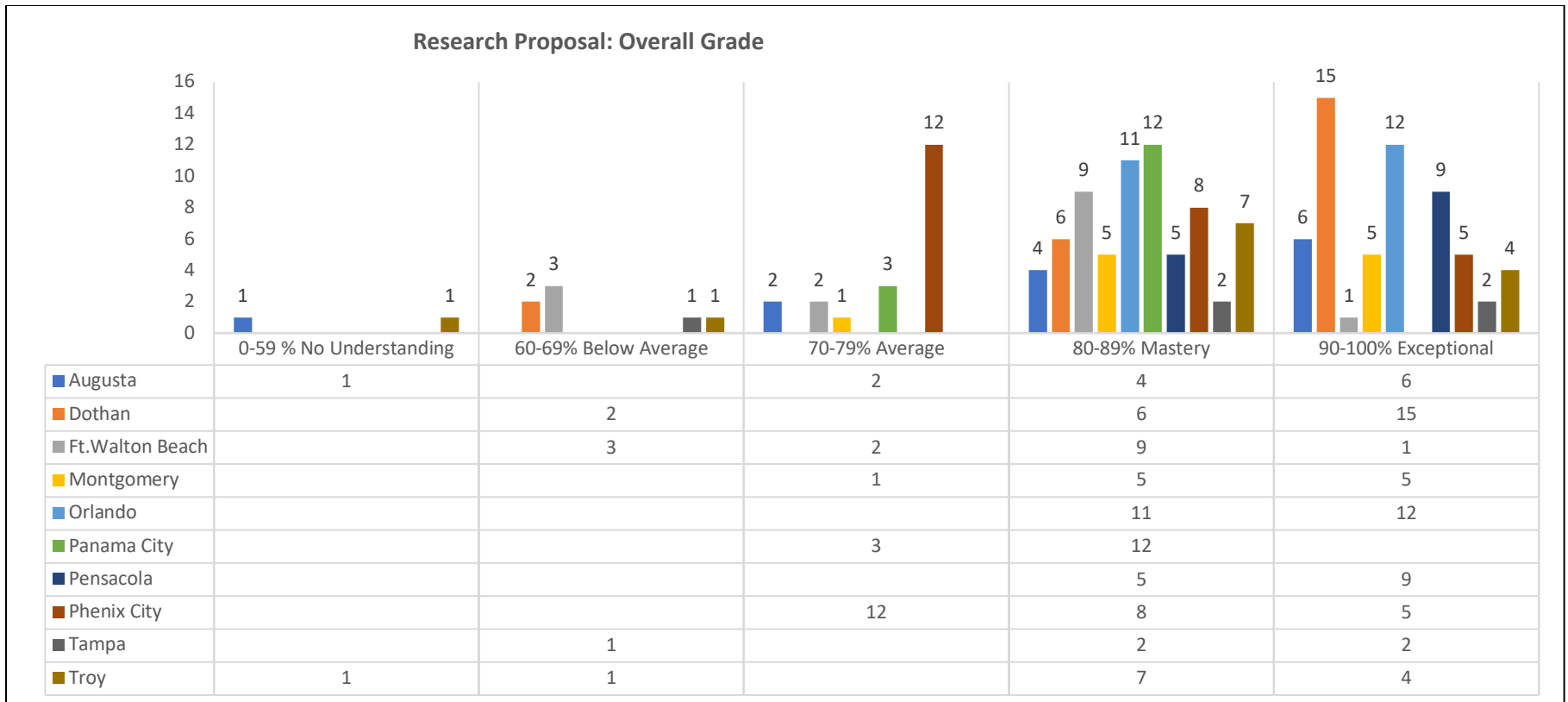
■ Augusta		1	2	1	9
■ Dothan		2	2	2	17
■ Ft. Walton Beach		2	2	10	1
■ Montgomery				6	5
■ Orlando					23
■ Panama City				9	6
■ Pensacola				5	9
■ Phenix City	1		9	9	6
■ Tampa					5
■ Troy		1		5	7

Research Proposal: Literature Review



Research Proposal: Methodology





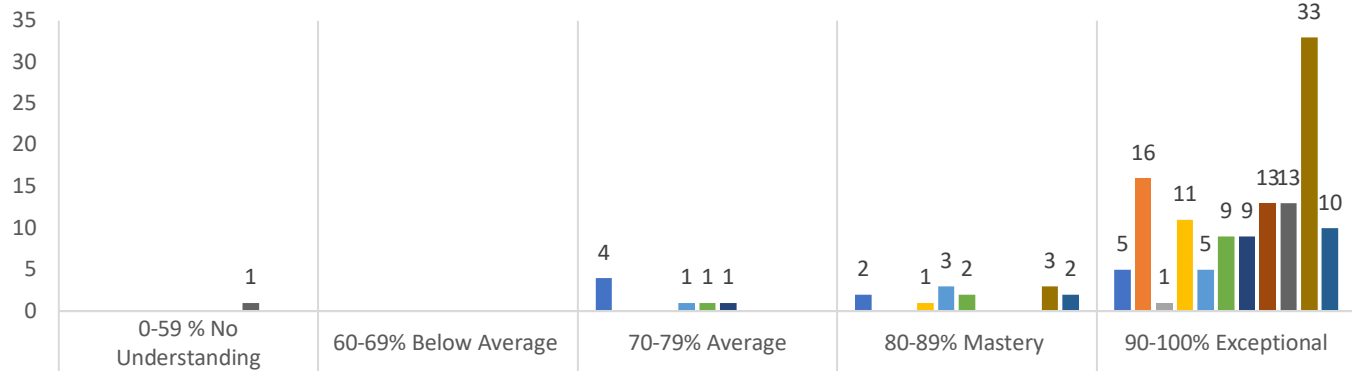
SLO 4- Diversity: Student will develop counseling abilities to analyze, evaluate, apply and create treatment methodologies, therapeutic interventions, assessment techniques, effective cultural strategies, and other abilities that apply to the practice of counseling in school, agency clinical and community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

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5

CP 6600-Quiz 1	X				
CP 6600 Essay #2	X				
CP 6610-Verbatim Transcript		X			
PSY 6645-Clinical Evaluation Report		X			
CP 6600-Essay #1			X		
CP 6691 Research Proposal			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Case Study #2				X	
CP 6600- Essay #3					X
CP 6649-Personal Counseling Theory Paper					X

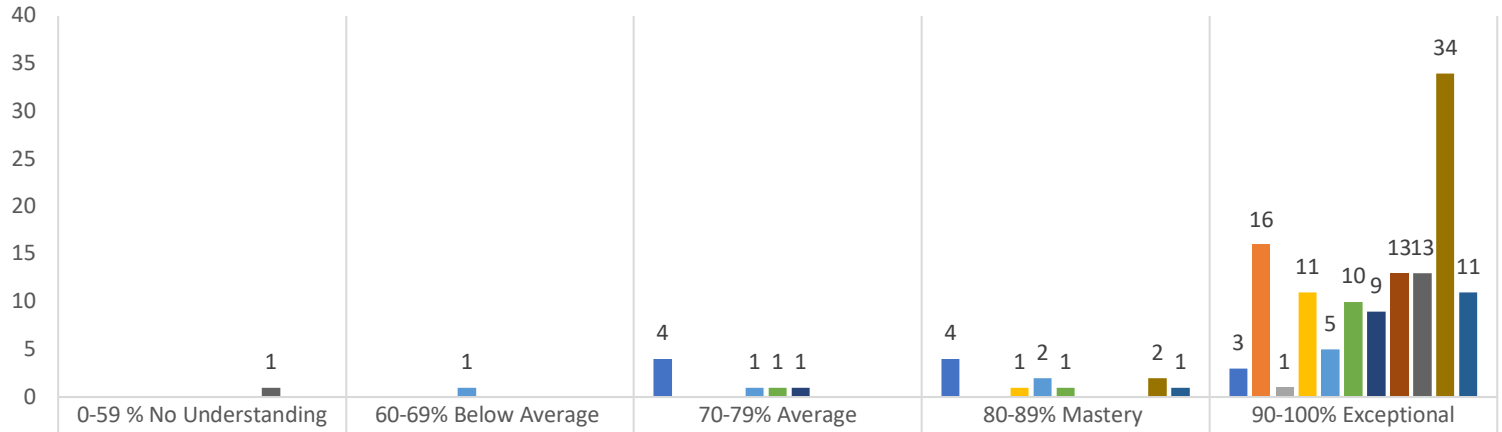
Measurement #1

Cultural Competency/ Tripartite framework



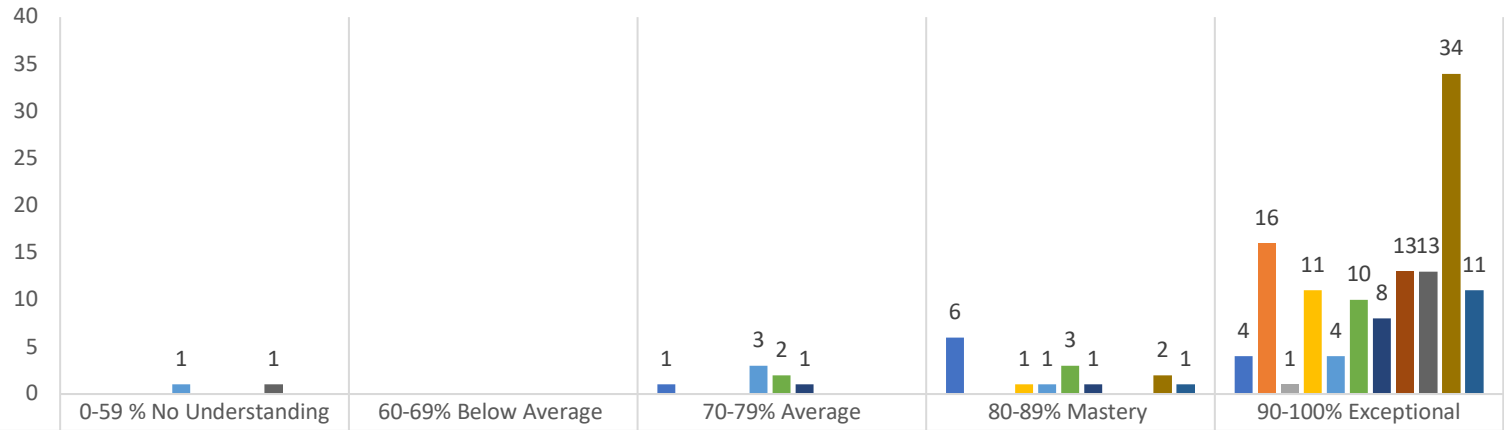
■ Augusta			4	2	5
■ Dothan					16
■ ETROY					1
■ Ft.Walton Beach				1	11
■ Montgomery			1	3	5
■ Orlando			1	2	9
■ Panama City			1		9
■ Pensacola					13
■ Phenix City	1				13
■ Tampa				3	33
■ Troy				2	10

Racial Identity Models (RIM)



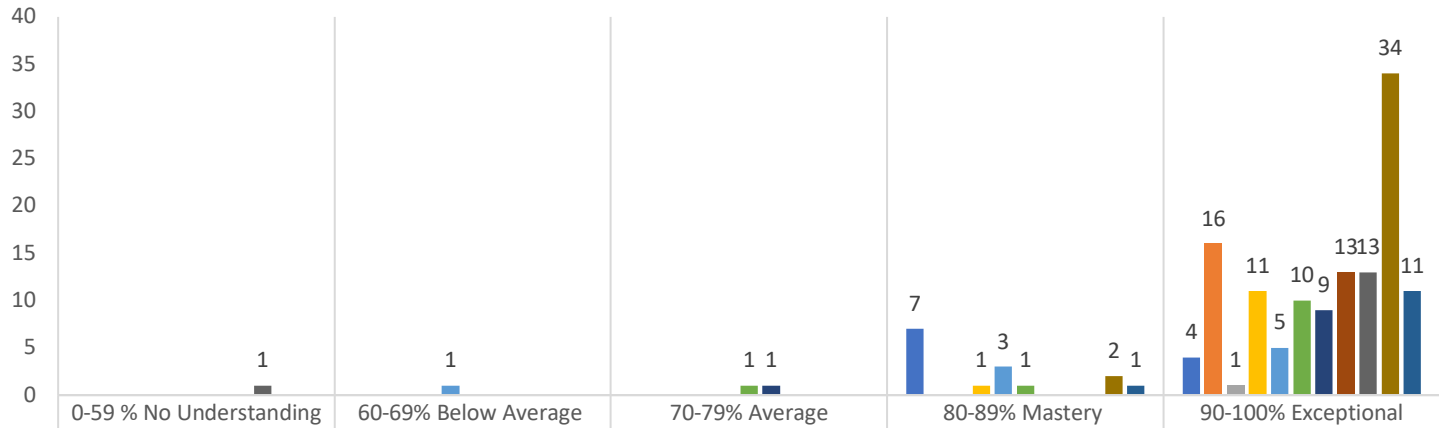
■ Augusta			4	4	3
■ Dothan					16
■ ETROY					1
■ Ft. Walton Beach				1	11
■ Montgomery		1	1	2	5
■ Orlando			1	1	10
■ Panama City			1		9
■ Pensacola					13
■ Phenix City	1				13
■ Tampa				2	34
■ Troy				1	11

Ethics, Social Justice & Advocacy Dimensions



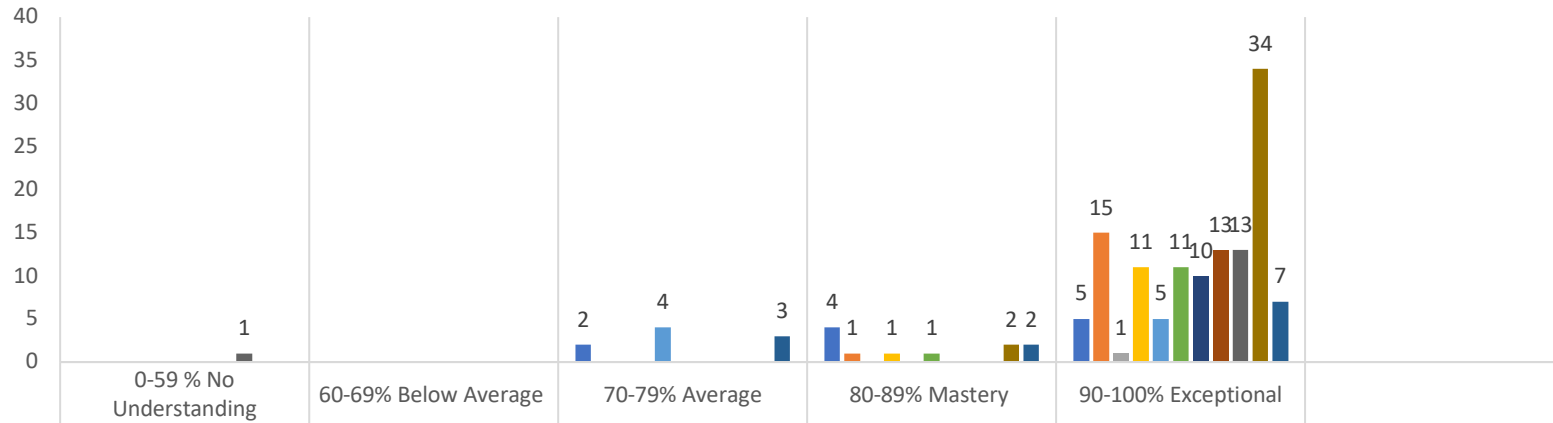
■ Augusta			1	6	4
■ Dothan					16
■ ETROY					1
■ Ft. Walton Beach				1	11
■ Montgomery	1		3	1	4
■ Orlando			2	3	10
■ Panama City			1	1	8
■ Pensacola					13
■ Phenix City	1				13
■ Tampa				2	34
■ Troy				1	11

Cultural Competency and MCC Theory



■ Augusta				7	4
■ Dothan					16
■ ETROY					1
■ Ft. Walton Beach				1	11
■ Montgomery		1		3	5
■ Orlando			1	1	10
■ Panama City			1		9
■ Pensacola					13
■ Phenix City	1				13
■ Tampa				2	34
■ Troy				1	11

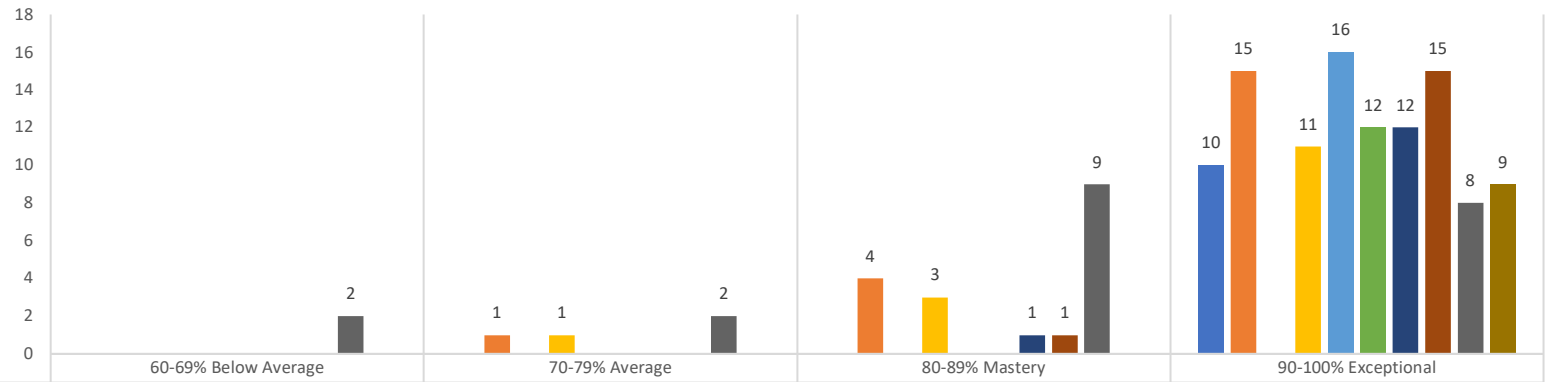
Writing and Format: Students use of correct grammar and mechanics and APA format.



■ Augusta			2	4	5
■ Dothan				1	15
■ ETROY	1				1
■ Ft. Walton Beach				1	11
■ Montgomery			4		5
■ Orlando				1	11
■ Panama City					10
■ Pensacola					13
■ Phenix City					13
■ Tampa				2	34
■ Troy			3	2	7

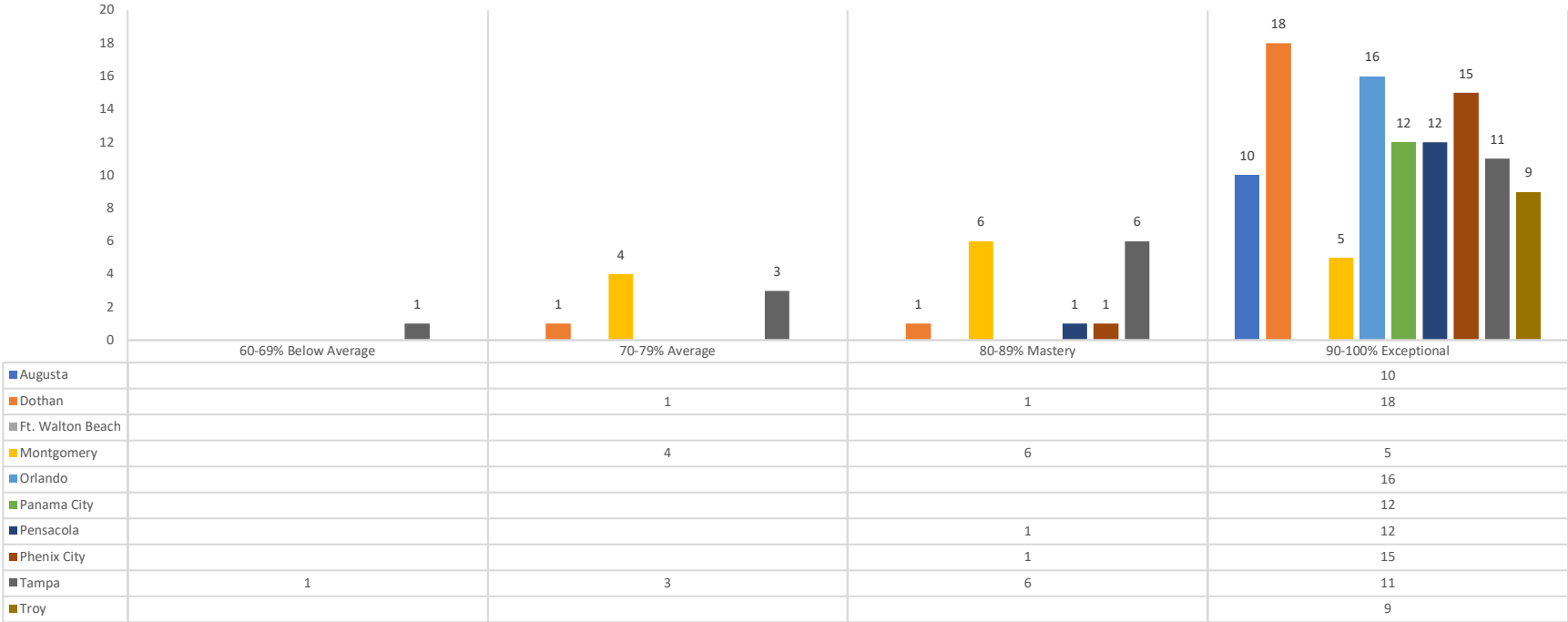
Measurement #2

Career development theories and decision-making models

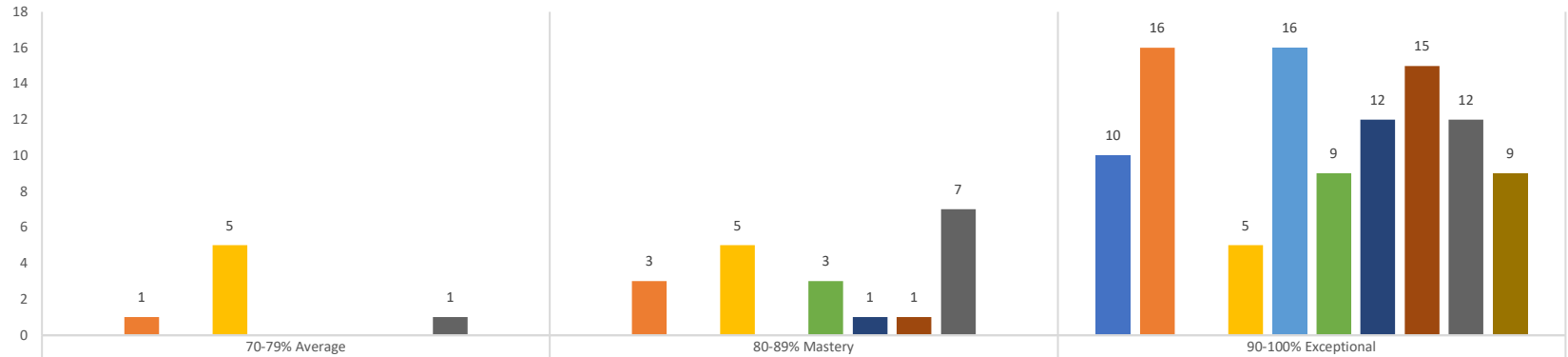


■ Augusta				10
■ Dothan		1	4	15
■ Ft. Walton Beach				
■ Montgomery		1	3	11
■ Orlando				16
■ Panama City				12
■ Pensacola			1	12
■ Phenix City			1	15
■ Tampa	2	2	9	8
■ Troy				9

Career, avocational, educational, occupational and labor market information

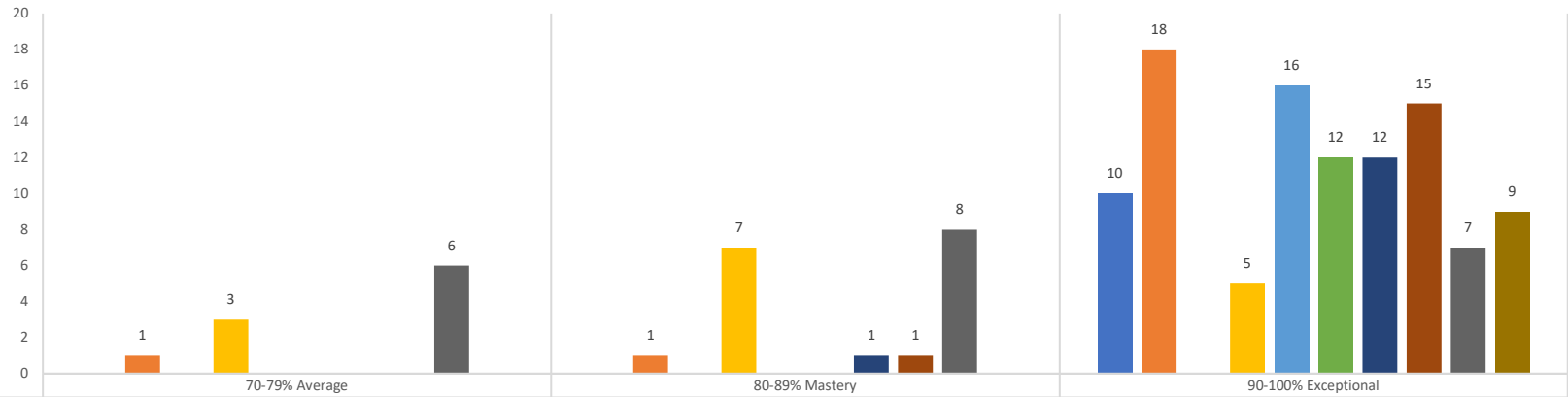


Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development



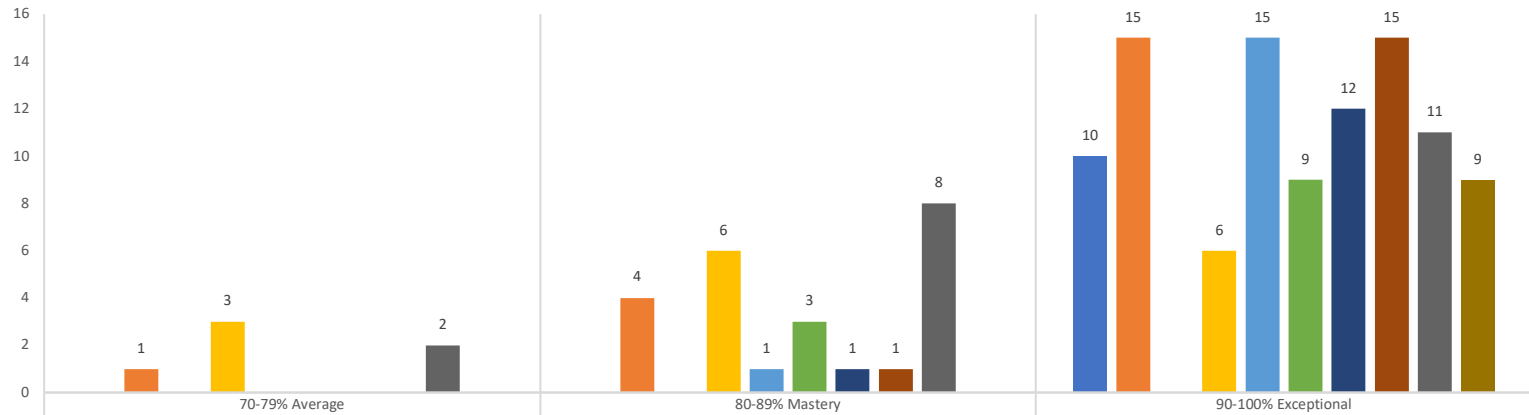
■ Augusta			10
■ Dothan	1	3	16
■ Ft. Walton Beach			
■ Montgomery	5	5	5
■ Orlando			16
■ Panama City		3	9
■ Pensacola		1	12
■ Phenix City		1	15
■ Tampa	1	7	12
■ Troy			9

Career and educational planning, placement, follow-up, and evaluation



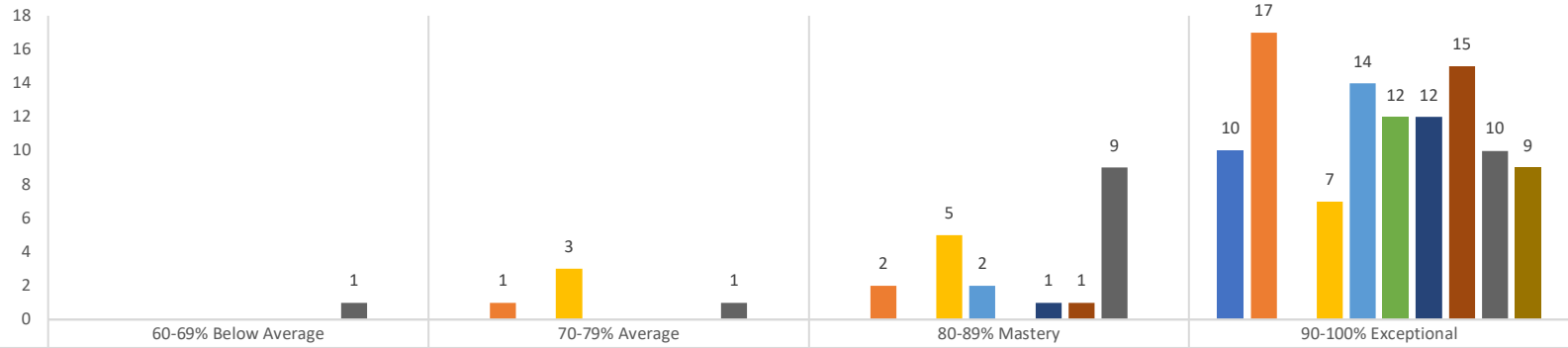
■ Augusta			10
■ Dothan	1	1	18
■ Ft. Walton Beach			
■ Montgomery	3	7	5
■ Orlando			16
■ Panama City			12
■ Pensacola		1	12
■ Phenix City		1	15
■ Tampa	6	8	7
■ Troy			9

Assessment instruments and techniques relevant to career planning and decision making



■ Augusta			10
■ Dothan	1	4	15
■ Ft. Walton Beach			
■ Montgomery	3	6	6
■ Orlando		1	15
■ Panama City		3	9
■ Pensacola		1	12
■ Phenix City		1	15
■ Tampa	2	8	11
■ Troy			9

Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy



	60-69% Below Average	70-79% Average	80-89% Mastery	90-100% Exceptional
■ Augusta				10
■ Dothan		1	2	17
■ Ft. Walton Beach	1	1		
■ Montgomery		3	5	7
■ Orlando			2	14
■ Panama City				12
■ Pensacola			1	12
■ Phenix City			1	15
■ Tampa	1	1	9	10
■ Troy				9

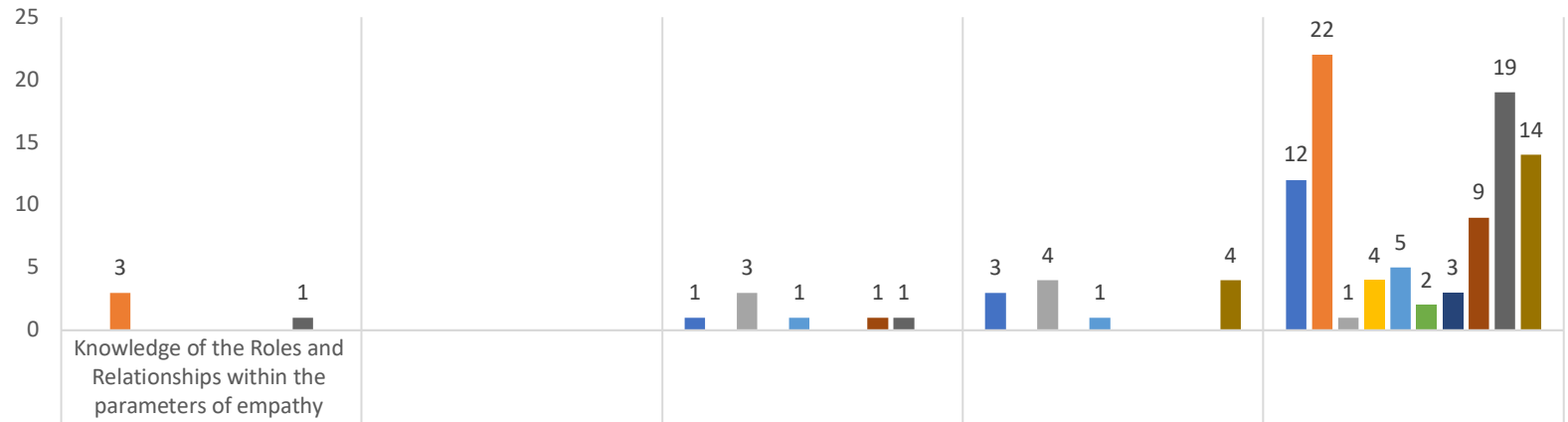
SLO 5- Professionalism: Student will demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice.

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				

CP 6600 Essay #2	X				
CP 6610-Verbatim Transcript		X			
PSY 6645-Clinical Evaluation Report		X			
CP 6600-Essay #1			X		
CP 6691 Research Proposal			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Case Study #2				X	
CP 6600- Essay #3					X
CP 6649-Personal Counseling Theory Paper					X

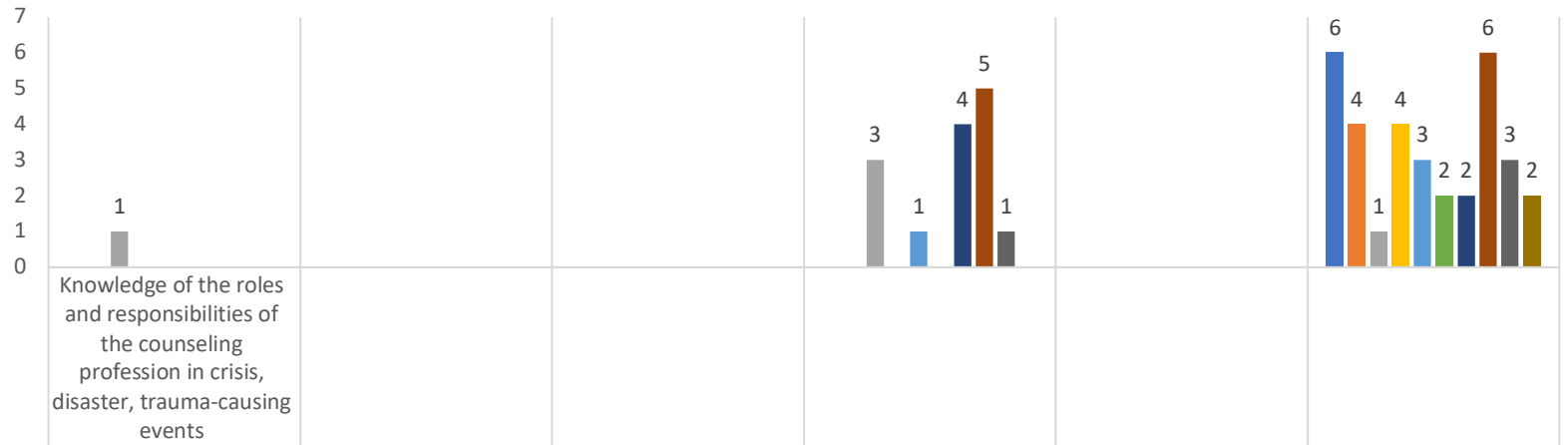
Measurement #1

Knowledge of the Roles and Relationships within the parameters of empathy



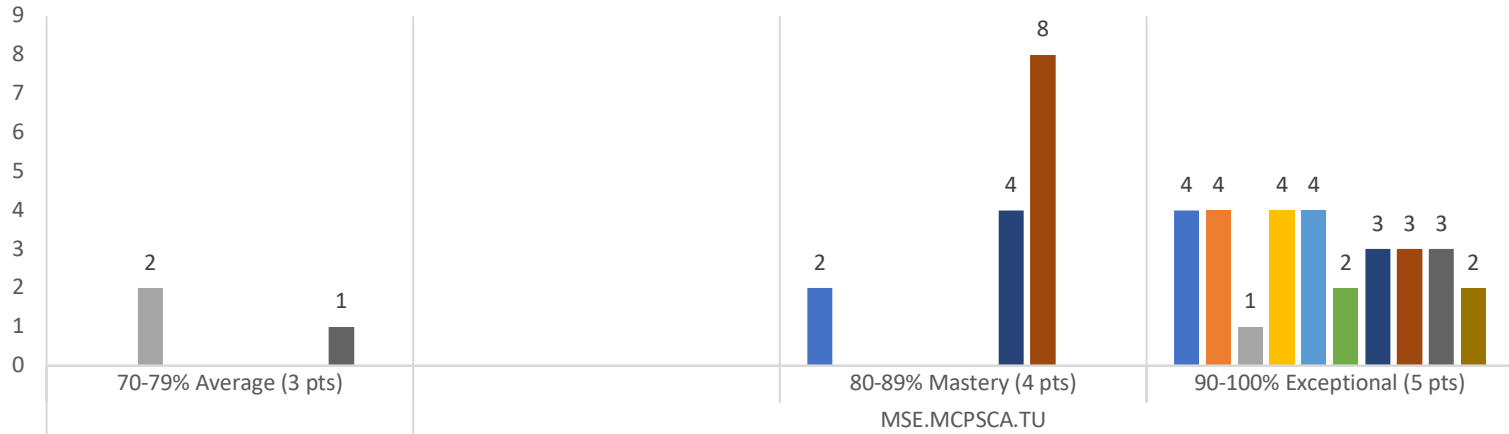
■ Augusta			1	3	12
■ Dothan	3				22
■ Ft. Walton Beach			3	4	1
■ Montgomery					4
■ Orlando			1	1	5
■ Panama City					2
■ Pensacola					3
■ Phenix City			1		9
■ Tampa	1		1		19
■ Troy				4	14

Knowledge of the roles and responsibilities of the counseling profession in crisis, disaster, trauma-causing events



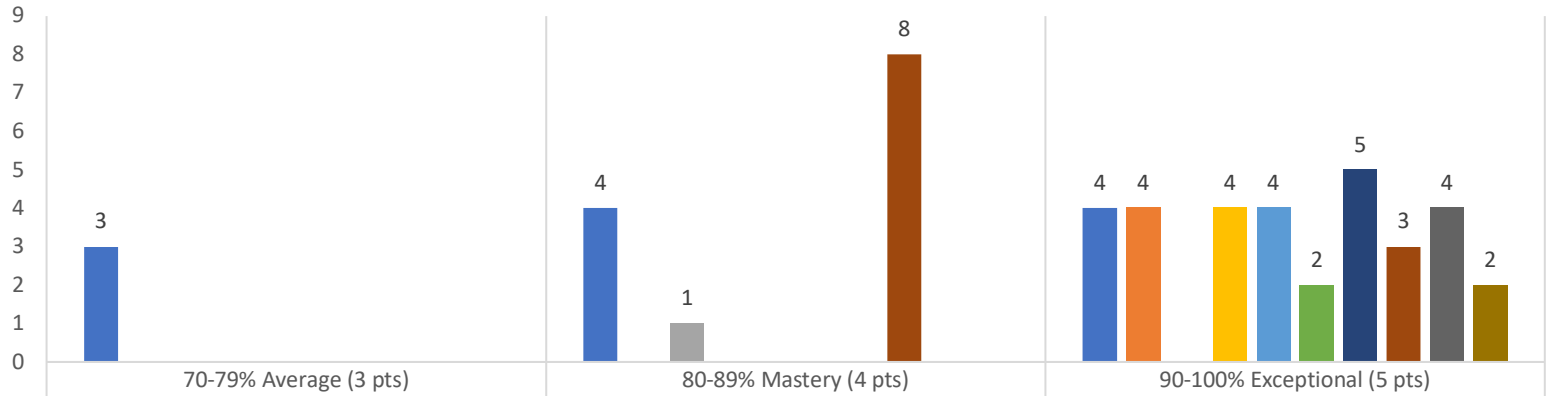
■ Augusta						6
■ Dothan						4
■ Ft. Walton Beach	1			3		1
■ Montgomery						4
■ Orlando				1		3
■ Panama City						2
■ Pensacola				4		2
■ Phenix City				5		6
■ Tampa				1		3
■ Troy						2

Knowledge of the collaborative process in the counseling profession



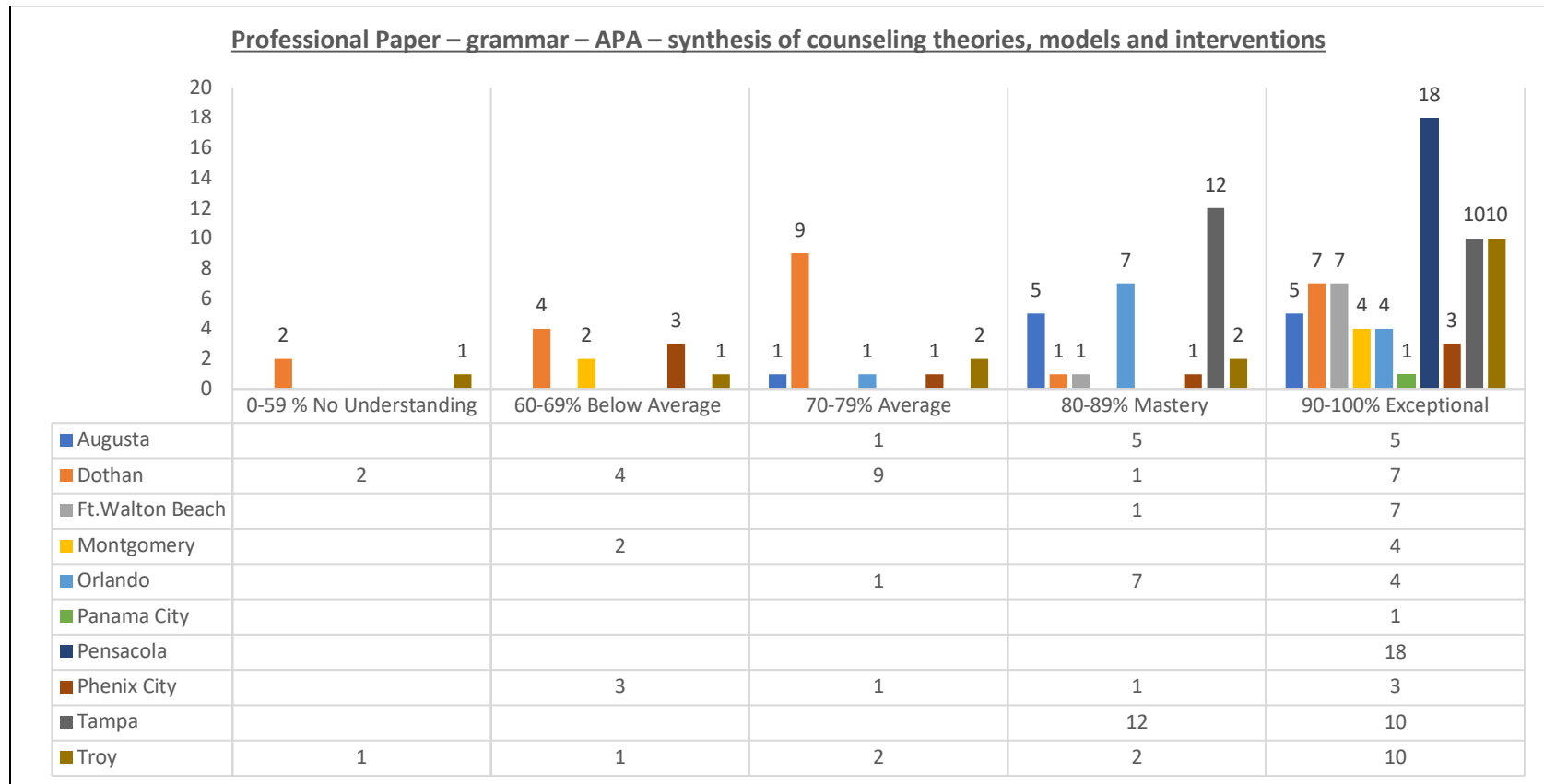
	MSE.MCPSCA.TU		
	70-79% Average (3 pts)	80-89% Mastery (4 pts)	90-100% Exceptional (5 pts)
■ Augusta		2	4
■ Dothan			4
■ Ft. Walton Beach	2		1
■ Montgomery			4
■ Orlando			4
■ Panama City			2
■ Pensacola		4	3
■ Phenix City		8	3
■ Tampa	1		3
■ Troy			2

APA quality of writing and use of appropriate grammar

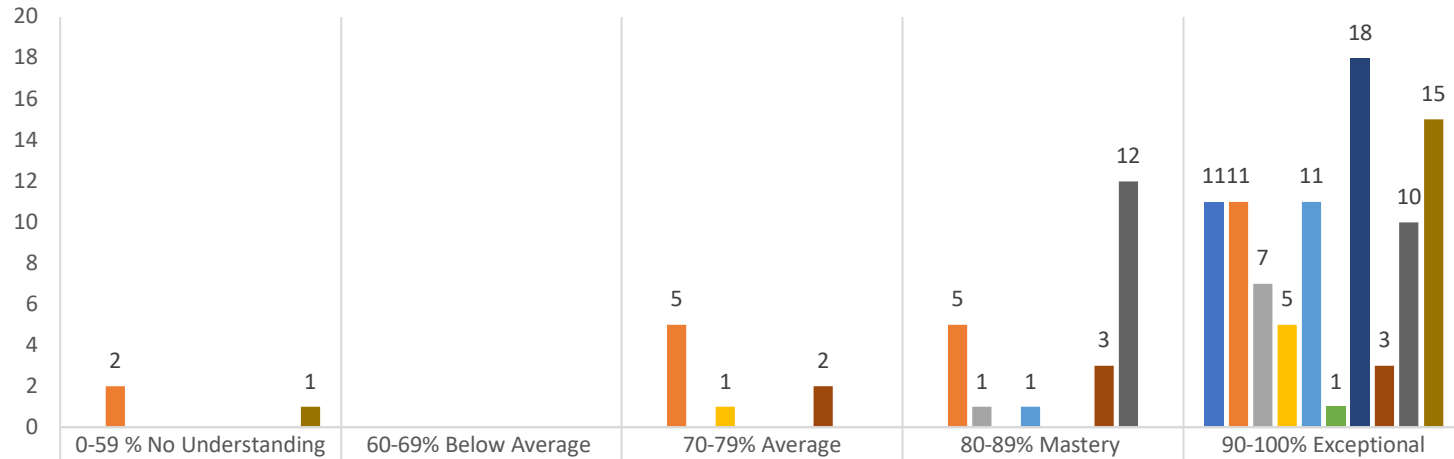


■ Augusta	3	4	4
■ Dothan			4
■ Ft. Walton Beach		1	
■ Montgomery			4
■ Orlando			4
■ Panama City			2
■ Pensacola			5
■ Phenix City		8	3
■ Tampa			4
■ Troy			2

Measurement #2

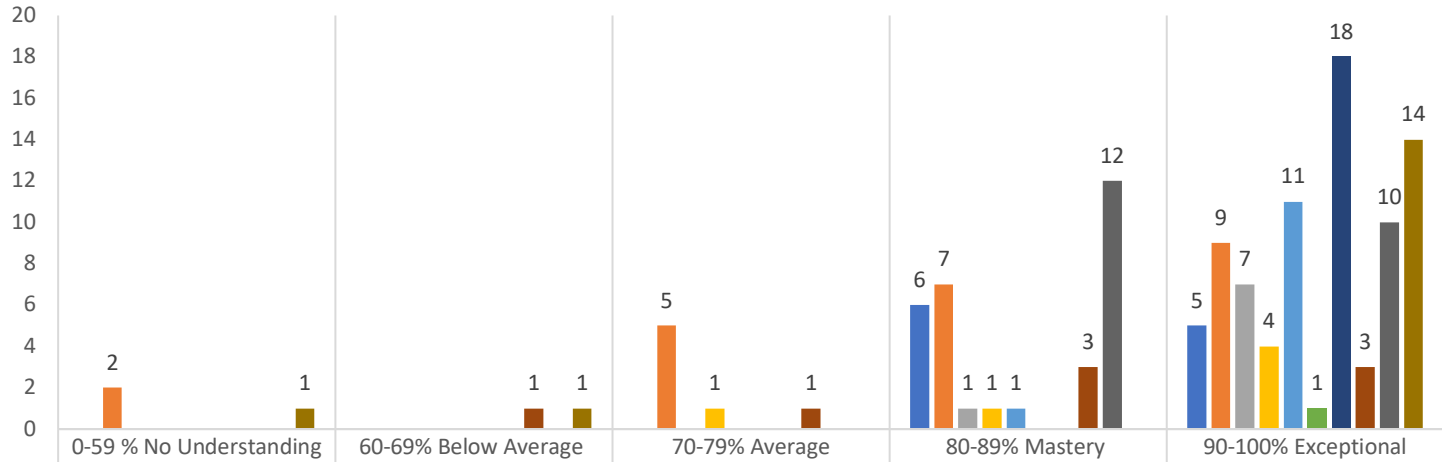


Nature of People CACREP Section II.G.5.d CACREP-2009.2.G.5.d



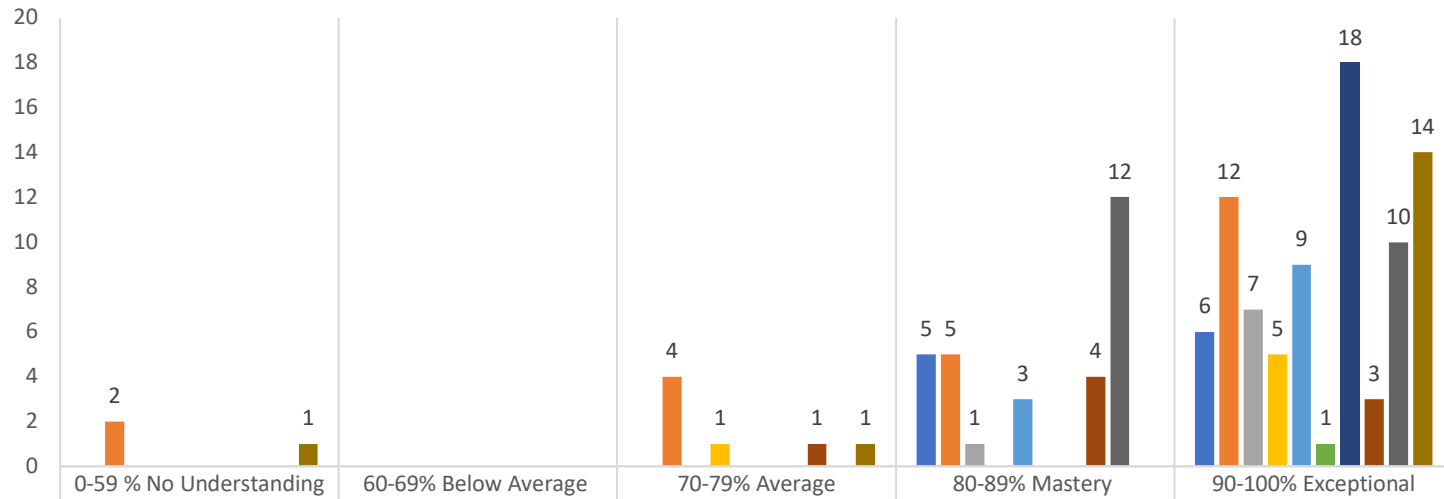
■ Augusta					11
■ Dothan	2		5	5	11
■ Ft. Walton Beach				1	7
■ Montgomery			1		5
■ Orlando				1	11
■ Panama City					1
■ Pensacola					18
■ Phenix City			2	3	3
■ Tampa				12	10
■ Troy	1				15

Multicultural CACREP Section II.G.5 CACREP-2009.2.G.5



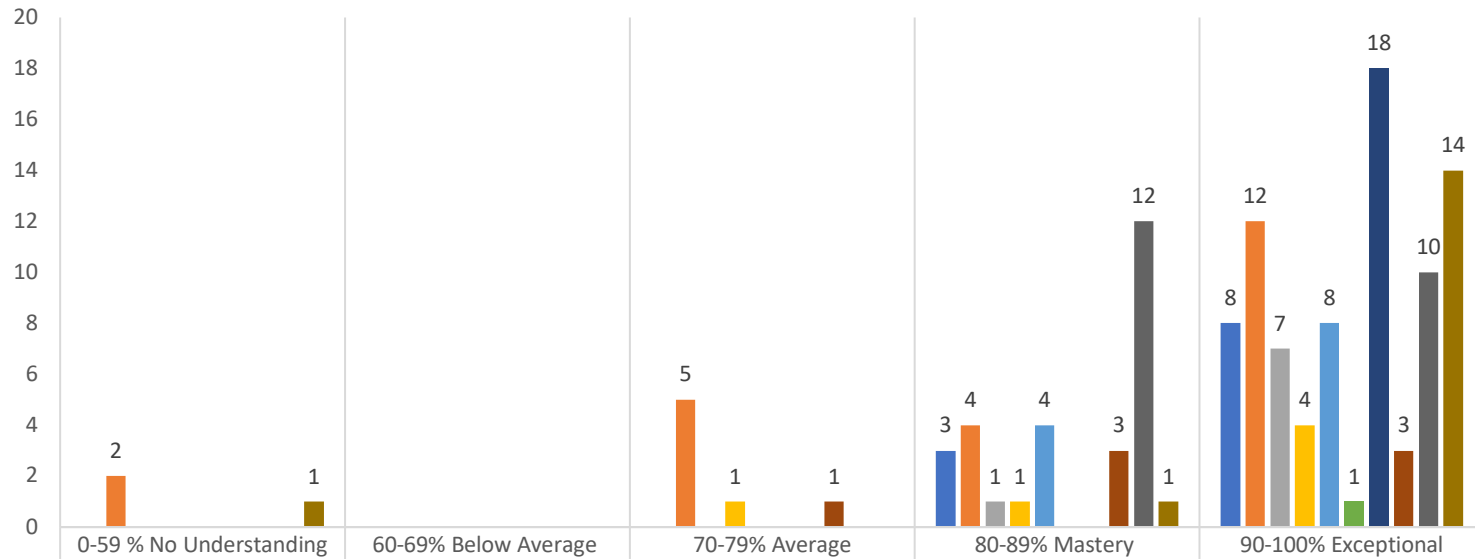
	0-59 % No Understanding	60-69% Below Average	70-79% Average	80-89% Mastery	90-100% Exceptional
■ Augusta				6	5
■ Dothan	2		5	7	9
■ Ft. Walton Beach				1	7
■ Montgomery			1	1	4
■ Orlando				1	11
■ Panama City					1
■ Pensacola					18
■ Phenix City		1	1	3	3
■ Tampa				12	10
■ Troy	1	1			14

Wellness and Prevention CACREP Section II, G.5.a CACREP-2009.2.G.5.a



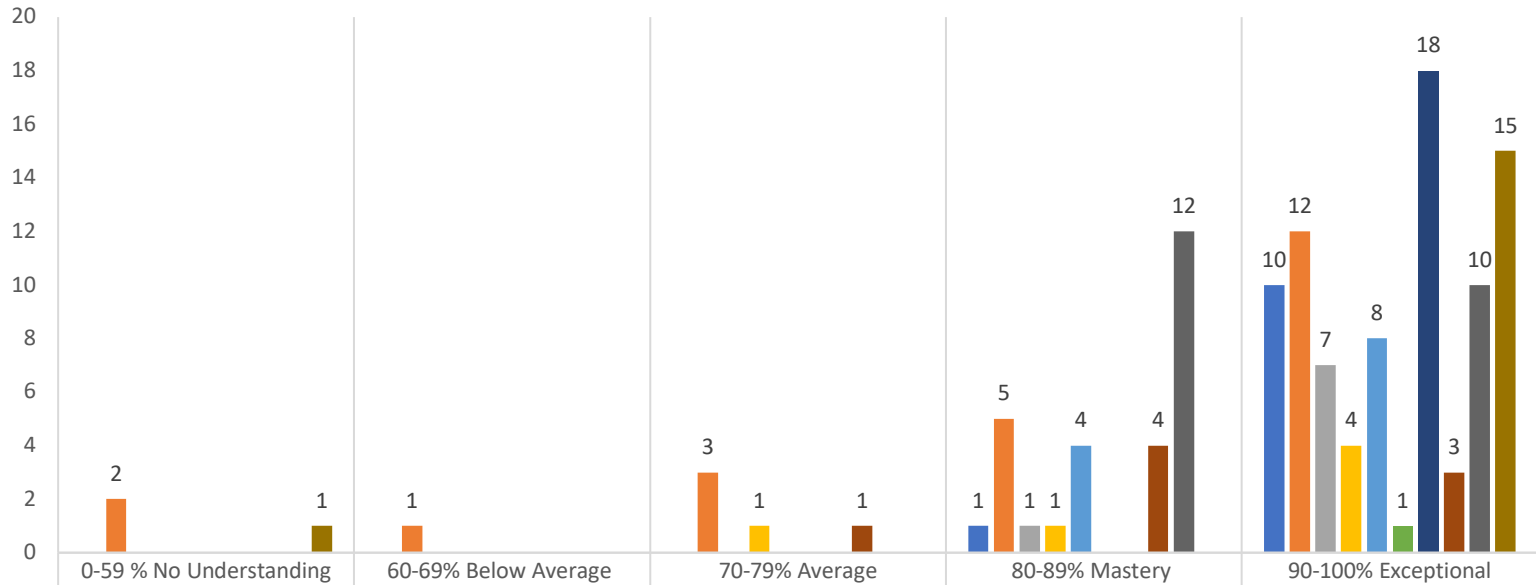
■ Augusta				5	6
■ Dothan	2		4	5	12
■ Ft. Walton Beach				1	7
■ Montgomery			1		5
■ Orlando				3	9
■ Panama City					1
■ Pensacola					18
■ Phenix City			1	4	3
■ Tampa				12	10
■ Troy	1		1		14

Nature of Problems and Models of Counseling CACREP Section II, G.5.d CACREP-2009.2.G.5.d



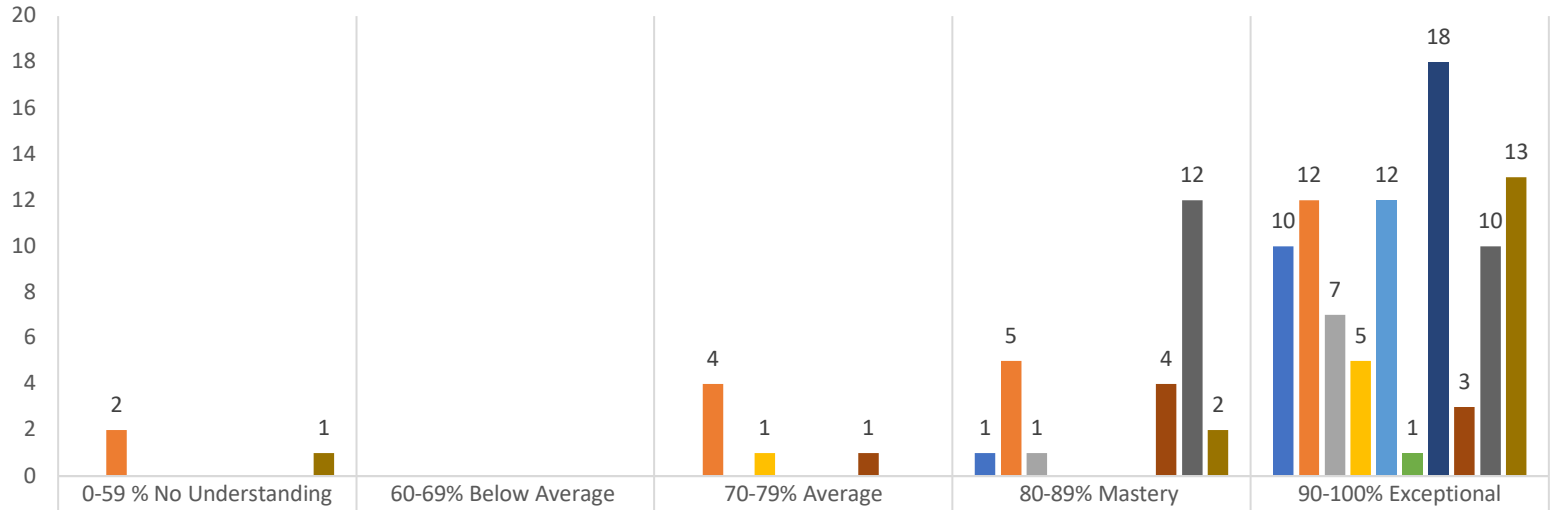
■ Augusta				3	8
■ Dothan	2		5	4	12
■ Ft. Walton Beach				1	7
■ Montgomery			1	1	4
■ Orlando				4	8
■ Panama City					1
■ Pensacola					18
■ Phenix City			1	3	3
■ Tampa				12	10
■ Troy	1			1	14

Family and Systems Theories/models CACREP Section II, G.5.e CACREP-2009.2.G.5.e



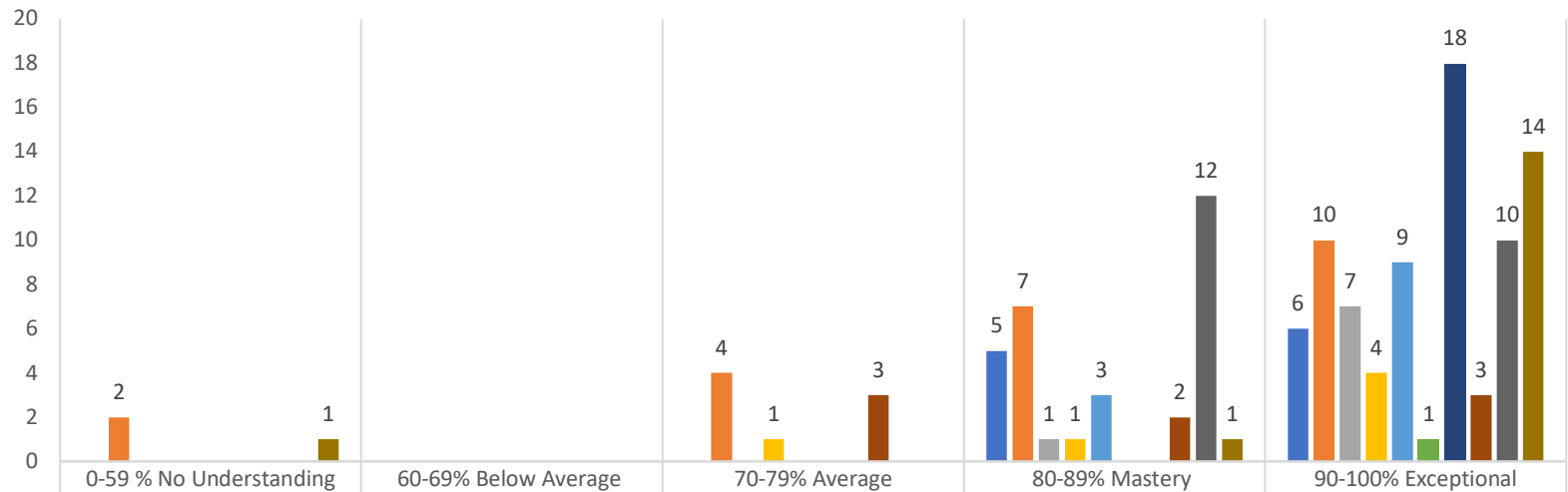
■ Augusta				1	10
■ Dothan	2	1	3	5	12
■ Ft. Walton Beach				1	7
■ Montgomery			1	1	4
■ Orlando				4	8
■ Panama City					1
■ Pensacola					18
■ Phenix City			1	4	3
■ Tampa				12	10
■ Troy	1				15

Process of Change CACREP Section II, G.5.d CACREP-2009.2.G.5



■ Augusta				1	10
■ Dothan	2		4	5	12
■ Ft. Walton Beach				1	7
■ Montgomery			1		5
■ Orlando					12
■ Panama City					1
■ Pensacola					18
■ Phenix City			1	4	3
■ Tampa				12	10
■ Troy	1			2	13

Overall Evaluation CACREP Section II, G.5.d CACREP-2009.2.G.5.d



■ Augusta				5	6
■ Dothan	2		4	7	10
■ Ft. Walton Beach				1	7
■ Montgomery			1	1	4
■ Orlando				3	9
■ Panama City					1
■ Pensacola					18
■ Phenix City			3	2	3
■ Tampa				12	10
■ Troy	1			1	14

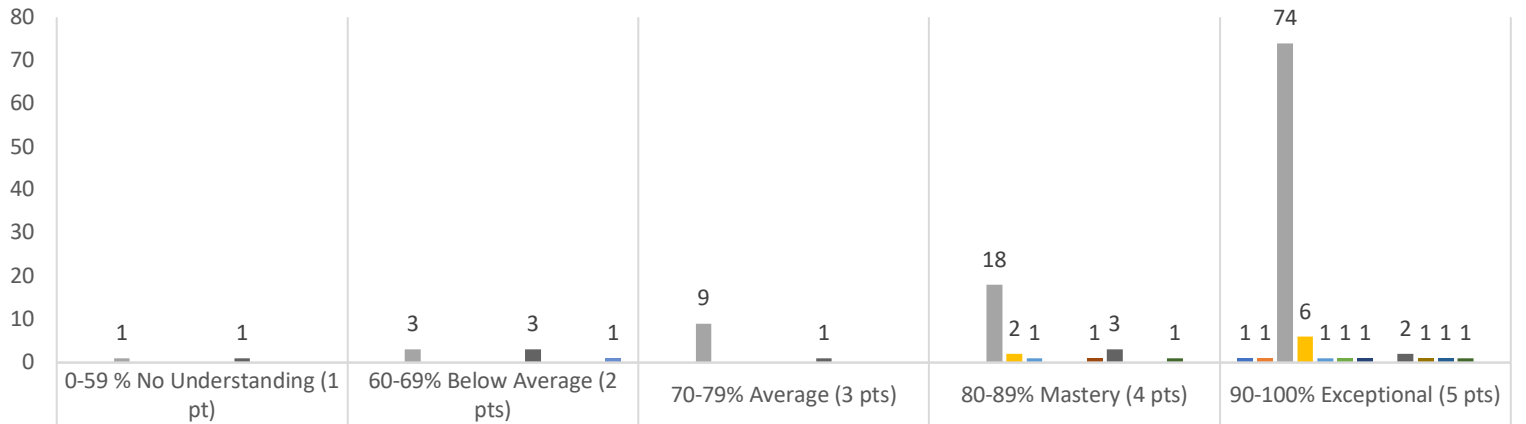
Aggregate Results by Program

SLO 1- Content Knowledge: Student will 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 Essay #2	X				
CP 6610-Verbatim Transcript		X			
PSY 6645-Clinical Evaluation Report		X			
CP 6600-Essay #1			X		
CP 6691 Research Proposal			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Case Study #2				X	
CP 6600- Essay #3					X
CP 6649-Personal Counseling Theory Paper					X

Measurement #1

Activity/Assess History/Phil QUIZ IHistory/ Philoso of Counseling Profession CACREP-2009.INT.2.G.1.a

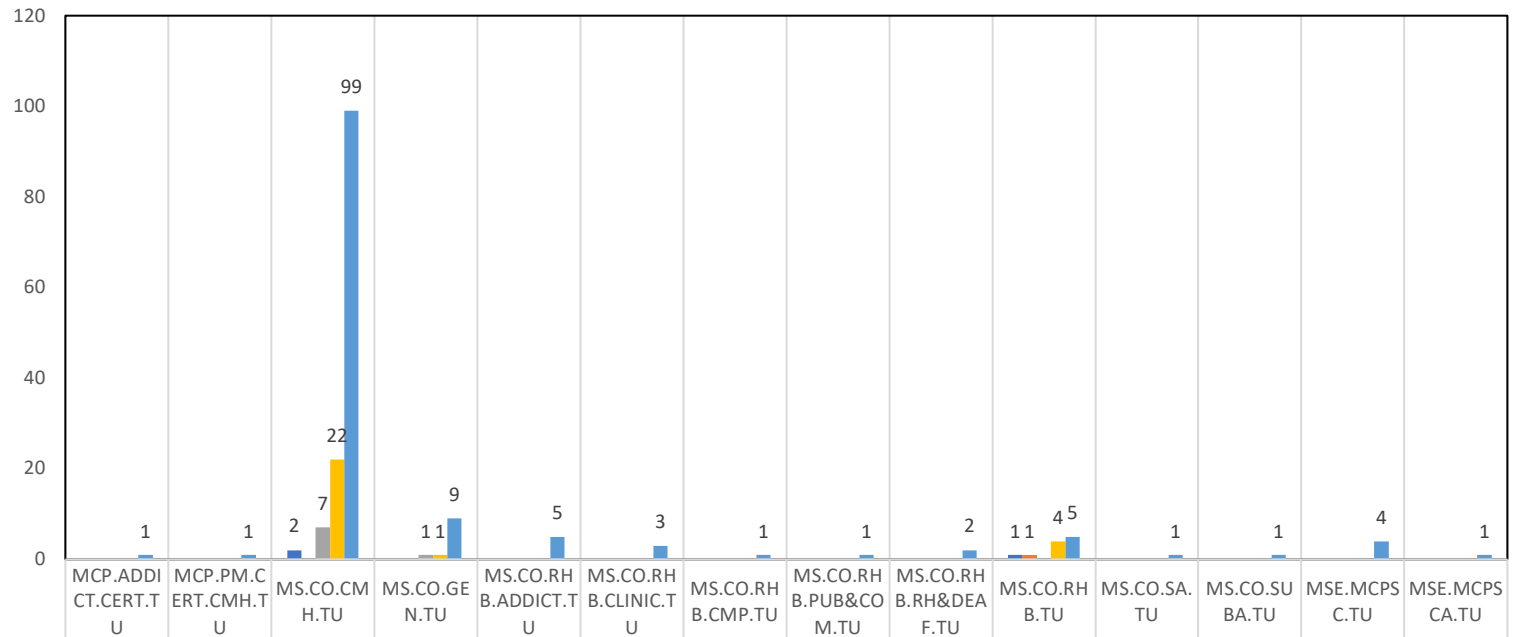


MCP.ADDICT.CERT.TU					1
MCP.PM.CERT.CMH.TU					1
MS.CO.CMH.TU	1	3	9	18	74
MS.CO.GEN.TU				2	6
MS.CO.RHB.ADDICT.TU				1	1
MS.CO.RHB.CLINIC.TU					1
MS.CO.RHB.PUB&COM.TU					1
MS.CO.RHB.RH&DEAF.TU				1	
MS.CO.RHB.TU	1	3	1	3	2
MS.CO.SA.TU					1
MS.CO.SUBA.TU					1
MSE.MCPSC.TU				1	1
MSE.MCPSCA.TU		1			

Measurement #2

Knowledge of the attributes of self-care in the counseling profession CACREP-2009.2.G.1.d

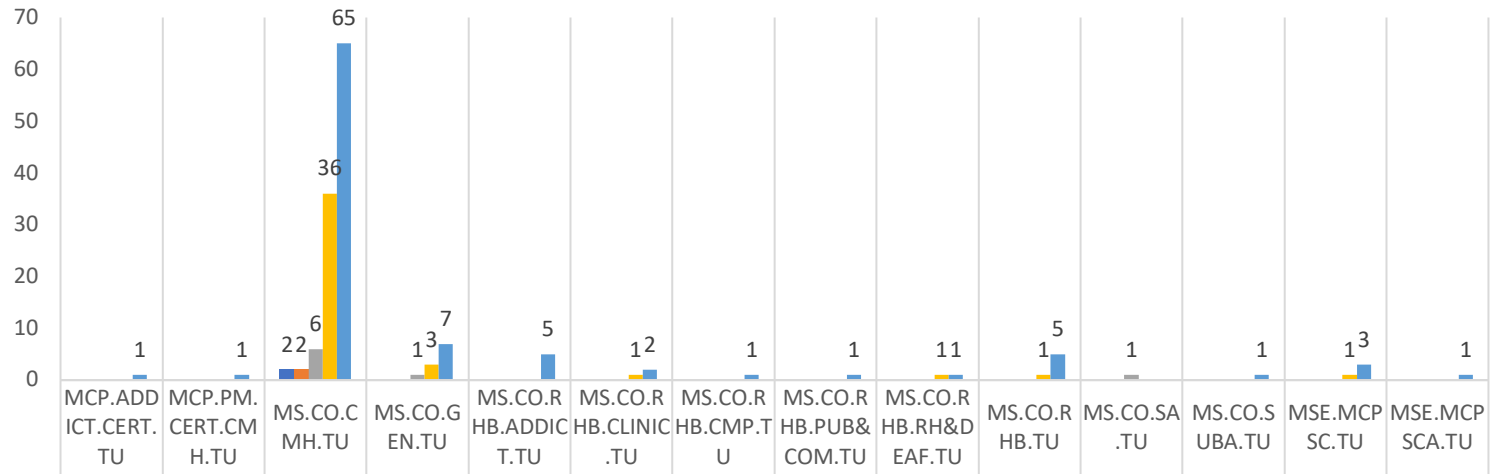
■ 0-59 % No Understanding (1 pt) ■ 60-69% Below Average (2 pts) ■ 70-79% Average (3 pts) ■ 80-89% Mastery (4 pts) ■ 90-100% Exceptional (5 pts)



■ 0-59 % No Understanding (1 pt)			2												
■ 60-69% Below Average (2 pts)										1					
■ 70-79% Average (3 pts)			7	1						1					
■ 80-89% Mastery (4 pts)			22	1						4					
■ 90-100% Exceptional (5 pts)	1	1	99	9	5	3	1	1	2	5	1	1	4	1	

Knowledge of the personal qualities that contribute to the development of a “therapeutic-self.” CACREP-2009.2.G.1.d

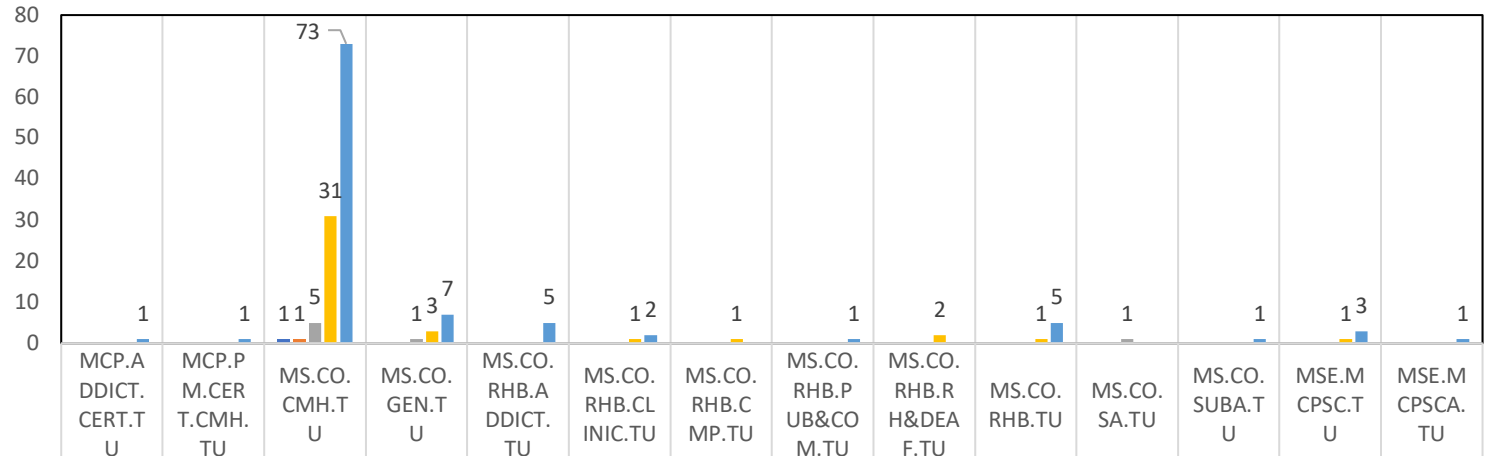
■ 0-59 % No Understanding (1 pt) ■ 60-69% Below Average (2 pts) ■ 70-79% Average (3 pts) ■ 80-89% Mastery (4 pts) ■ 90-100% Exceptional (5 pts)



■ 0-59 % No Understanding (1 pt)			2											
■ 60-69% Below Average (2 pts)			2											
■ 70-79% Average (3 pts)			6	1						1				
■ 80-89% Mastery (4 pts)			36	3		1			1	1		1		
■ 90-100% Exceptional (5 pts)	1	1	65	7	5	2	1	1	1	5		1	3	1

Knowledge of the roles of supervision and mentoring as applied to personal development CACREP-2009.2.G.1.d

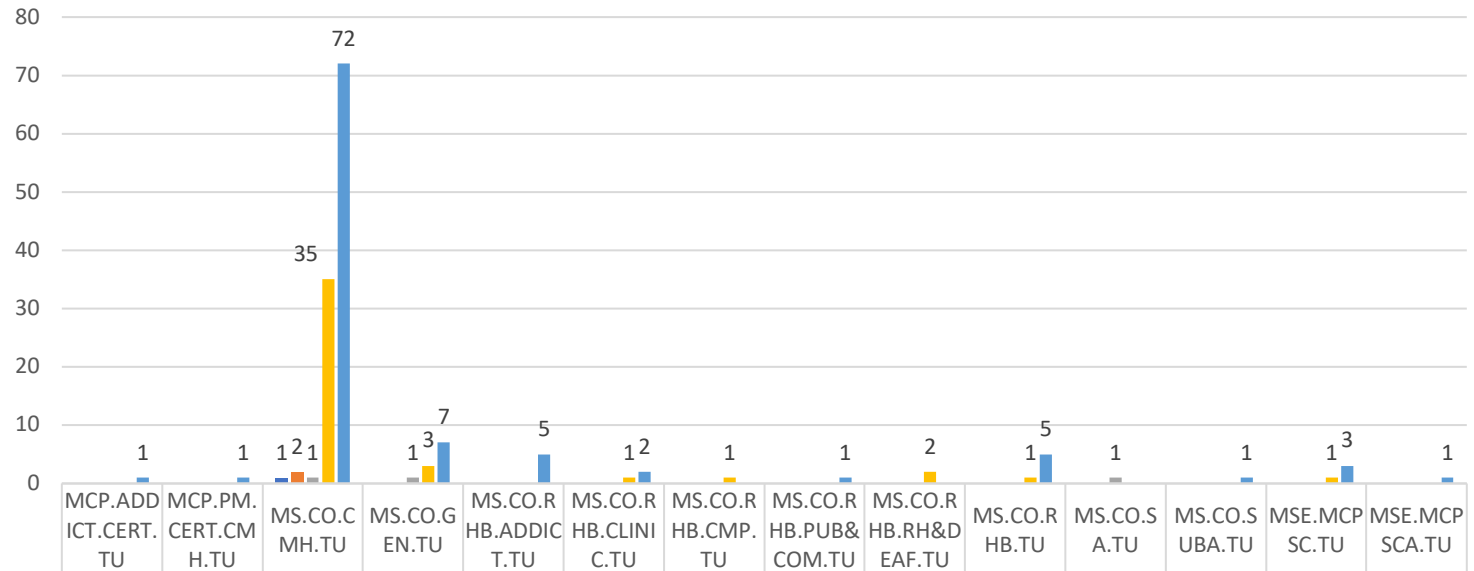
■ 0-59 % No Understanding (1 pt)
 ■ 60-69% Below Average (2 pts)
 ■ 70-79% Average (3 pts)
 ■ 80-89% Mastery (4 pts)
 ■ 90-100% Exceptional (5 pts)



■ 0-59 % No Understanding (1 pt)			1											
■ 60-69% Below Average (2 pts)			1											
■ 70-79% Average (3 pts)			5	1							1			
■ 80-89% Mastery (4 pts)			31	3		1	1		2	1			1	
■ 90-100% Exceptional (5 pts)	1	1	73	7	5	2		1		5		1	3	1

APA quality of writing and use of appropriate grammar

■ 0-59 % No Understanding (1 pt)
 ■ 60-69% Below Average (2 pts)
 ■ 70-79% Average (3 pts)
 ■ 80-89% Mastery (4 pts)
 ■ 90-100% Exceptional (5 pts)

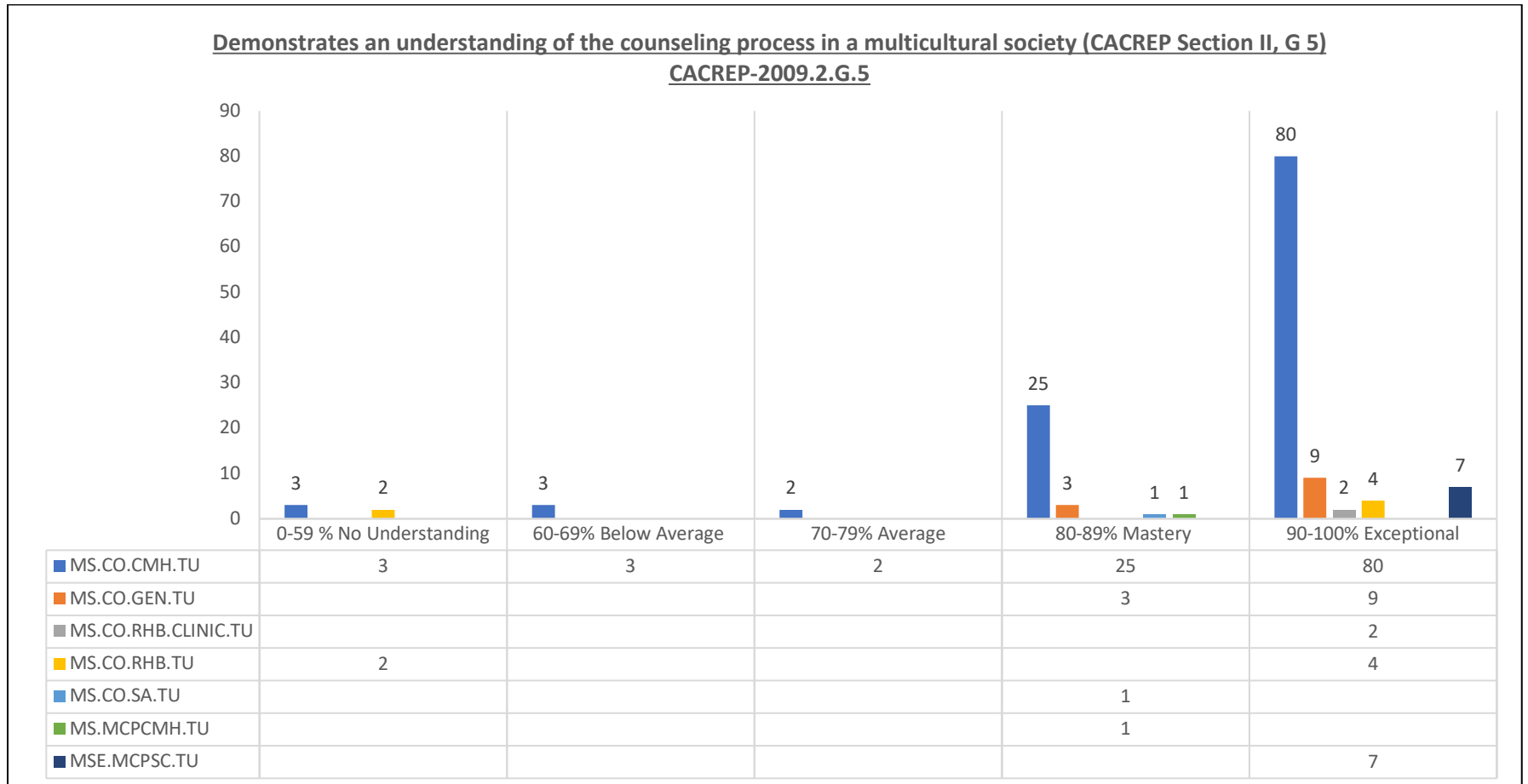


■ 0-59 % No Understanding (1 pt)			1											
■ 60-69% Below Average (2 pts)			2											
■ 70-79% Average (3 pts)			1	1						1				
■ 80-89% Mastery (4 pts)			35	3		1	1		2	1			1	
■ 90-100% Exceptional (5 pts)	1	1	72	7	5	2		1		5		1	3	1

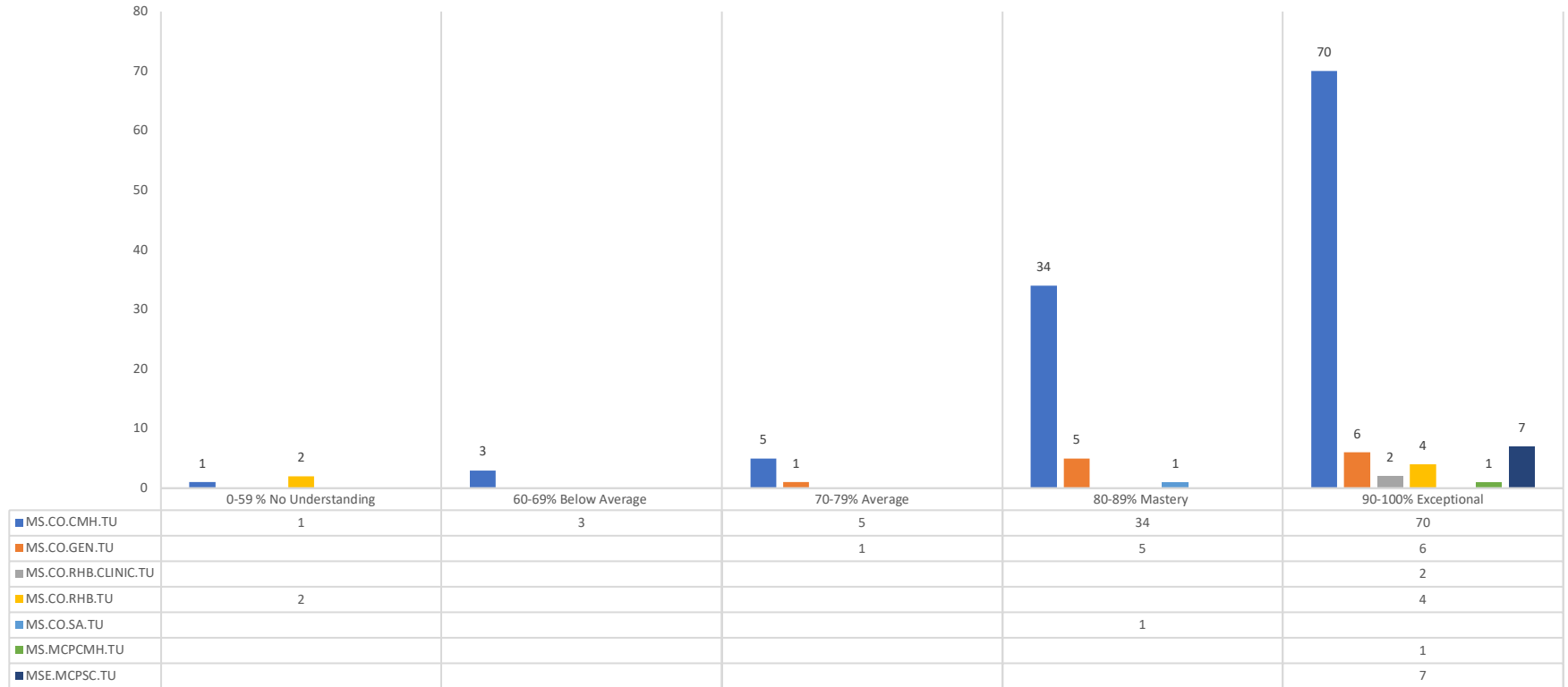
SLO 2- Professional Skills: Student will develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.

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

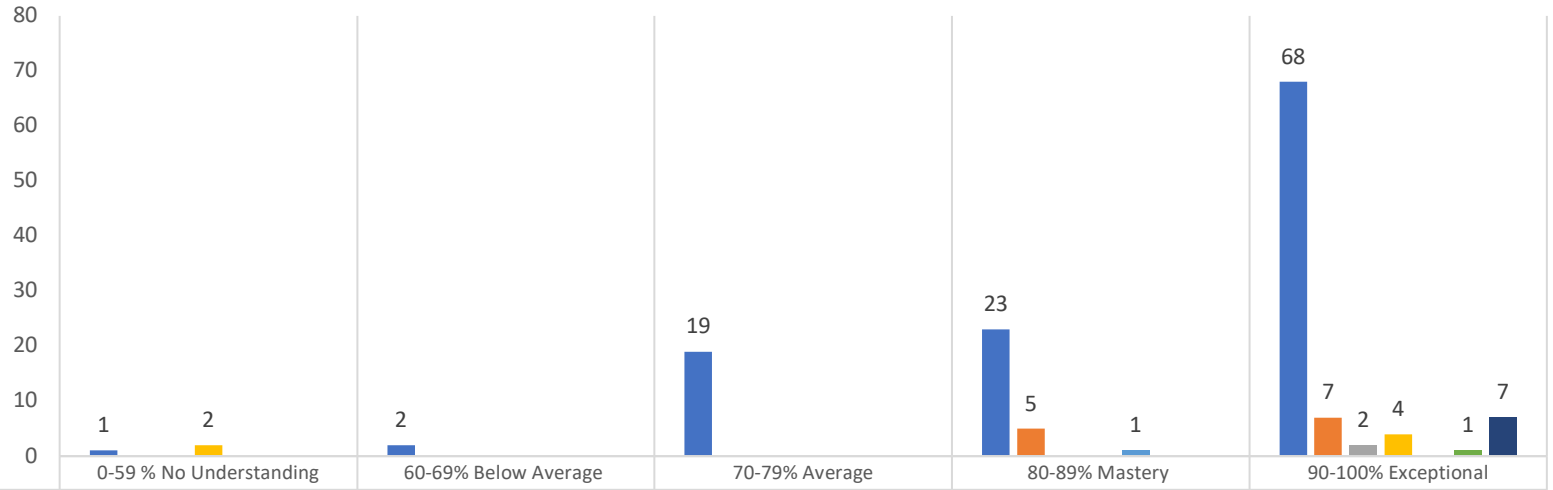
Measurement #1



**Demonstration and evaluation of counselor characteristics and behaviors that influence the helping processes
(CACREP Section II, G 5 b.) CACREP-2009.2.G.5.b**



Demonstration and evaluation essential interviewing and counseling skills (CACREP Section II, G 5 c.); CACREP-2009.2.G.5.c



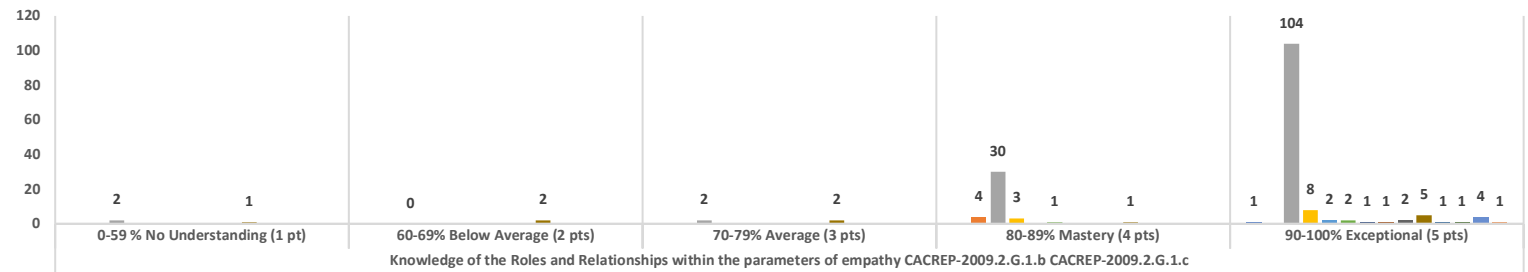
■ MS.CO.CMH.TU	1	2	19	23	68
■ MS.CO.GEN.TU				5	7
■ MS.CO.RHB.CLINIC.TU					2
■ MS.CO.RHB.TU	2				4
■ MS.CO.SA.TU				1	
■ MS.MCPCMH.TU					1
■ MSE.MCPSC.TU					7

SLO 3- Professional Literacy: Student will 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 Essay #2	X				
CP 6610-Verbatim Transcript		X			
PSY 6645-Clinical Evaluation Report		X			
CP 6600-Essay #1			X		
CP 6691 Research Proposal			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Case Study #2				X	
CP 6600- Essay #3					X
CP 6649-Personal Counseling Theory Paper					X

Measurement #1

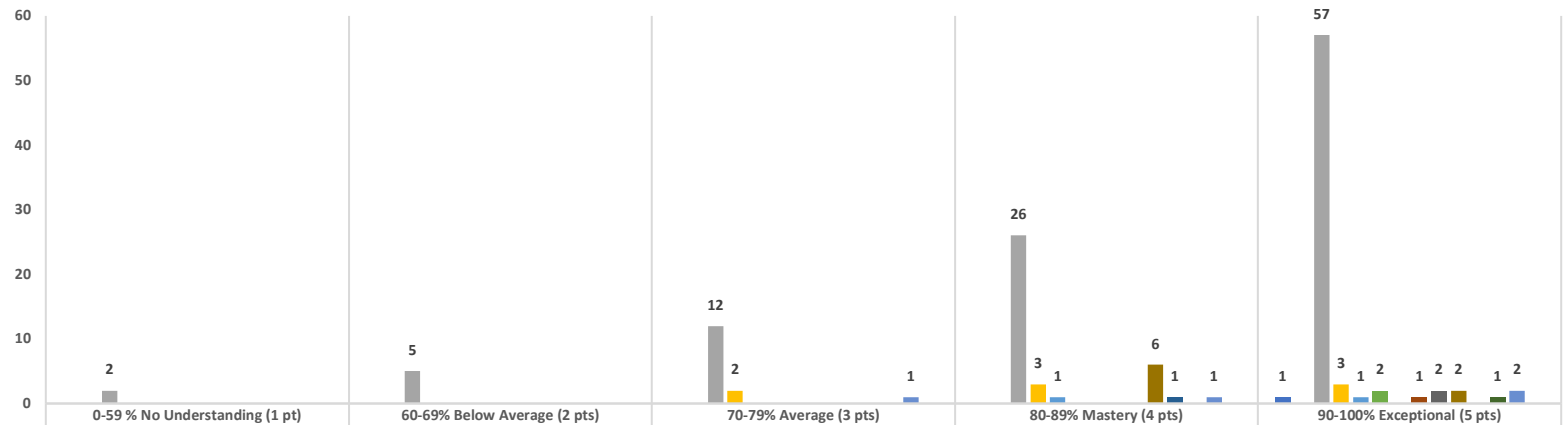
Knowledge of the Roles and Relationships within the parameters of empathy CACREP-2009.2.G.1.b CACREP-2009.2.G.1.c



Program	0-59 % No Understanding (1 pt)	60-69% Below Average (2 pts)	70-79% Average (3 pts)	80-89% Mastery (4 pts)	90-100% Exceptional (5 pts)
MCP.ADDICT.CERT.TU	0	0	0	0	1
MCP.PM.CERT.CMH.TU	0	0	0	4	0
MS.CO.CMH.TU	2	0	2	30	104
MS.CO.GEN.TU	0	0	0	3	8
MS.CO.RHB.ADDICT.TU	0	0	0	0	2
MS.CO.RHB.CLINIC.TU	0	0	0	1	2
MS.CO.RHB.CMP.TU	0	0	0	0	1
MS.CO.RHB.PUB&COM.TU	0	0	0	0	1
MS.CO.RHB.RH&DEAF.TU	0	0	0	0	2
MS.CO.RHB.TU	1	2	2	1	5
MS.CO.SA.TU	0	0	0	0	1
MS.CO.SUBA.TU	0	0	0	0	1
MSE.MCPSC.TU	0	0	0	0	4
MSE.MCPSCA.TU	0	0	0	0	1

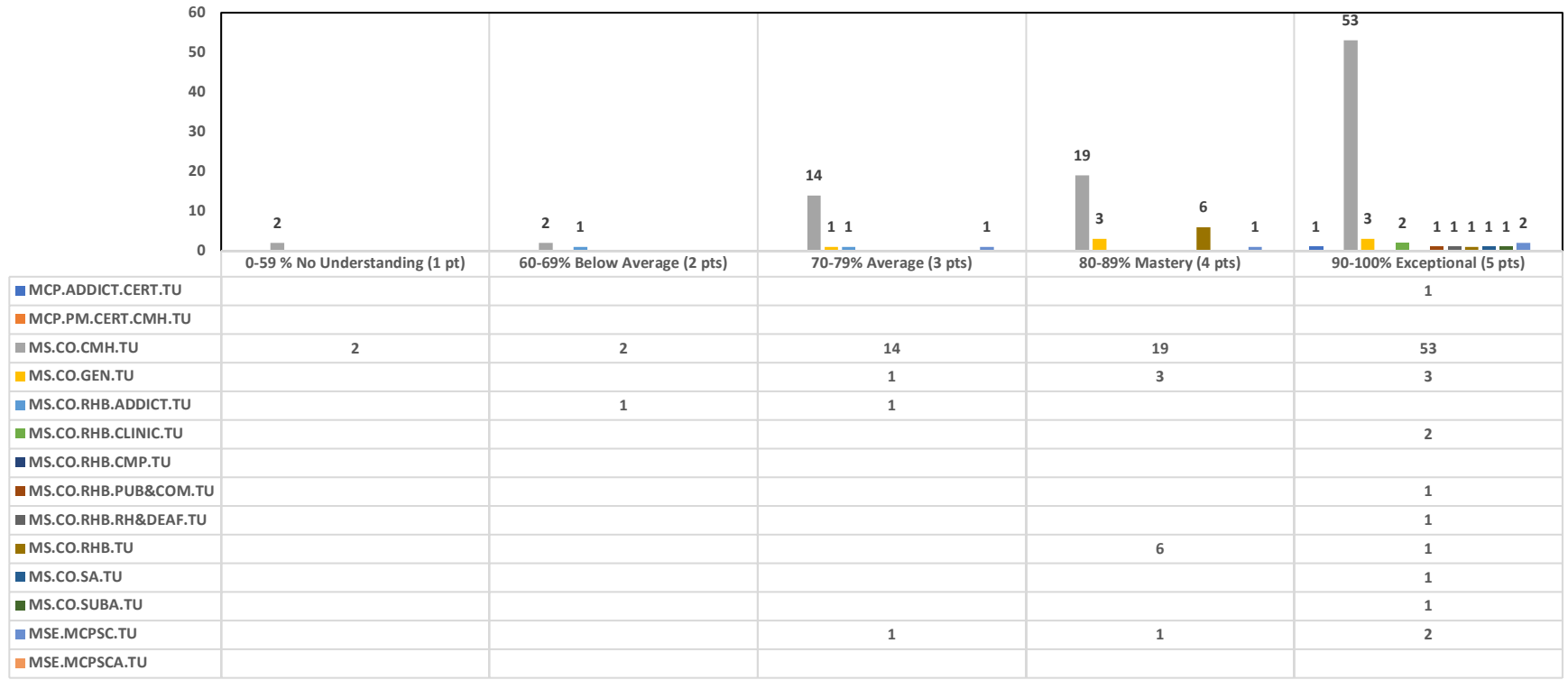
Knowledge of the roles and responsibilities of the counseling profession in crisis, disaster, trauma-causing events

CACREP-2009.2.G.1.b CACREP-2009.2.G.1.c

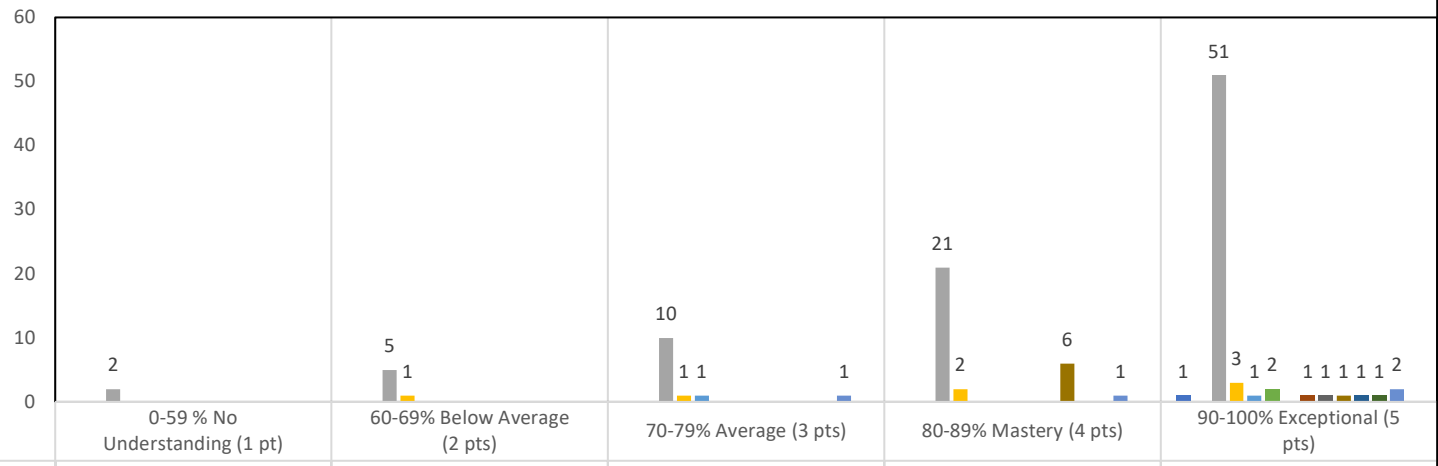


Program	0-59 % No Understanding (1 pt)	60-69% Below Average (2 pts)	70-79% Average (3 pts)	80-89% Mastery (4 pts)	90-100% Exceptional (5 pts)
MCP.ADDICT.CERT.TU					1
MCP.PM.CERT.CMH.TU					
MS.CO.CMH.TU	2	5	12	26	57
MS.CO.GEN.TU			2	3	3
MS.CO.RHB.ADDICT.TU				1	1
MS.CO.RHB.CLINIC.TU					2
MS.CO.RHB.CMP.TU					
MS.CO.RHB.PUB&COM.TU					1
MS.CO.RHB.RH&DEAF.TU					2
MS.CO.RHB.TU				6	2
MS.CO.SA.TU				1	
MS.CO.SUBA.TU					1
MSE.MCPSC.TU			1	1	2
MSE.MCPSCA.TU					

Knowledge of the collaborative process in the counseling profession CACREP-2009.2.G.1.b CACREP-2009.2.G.1.c

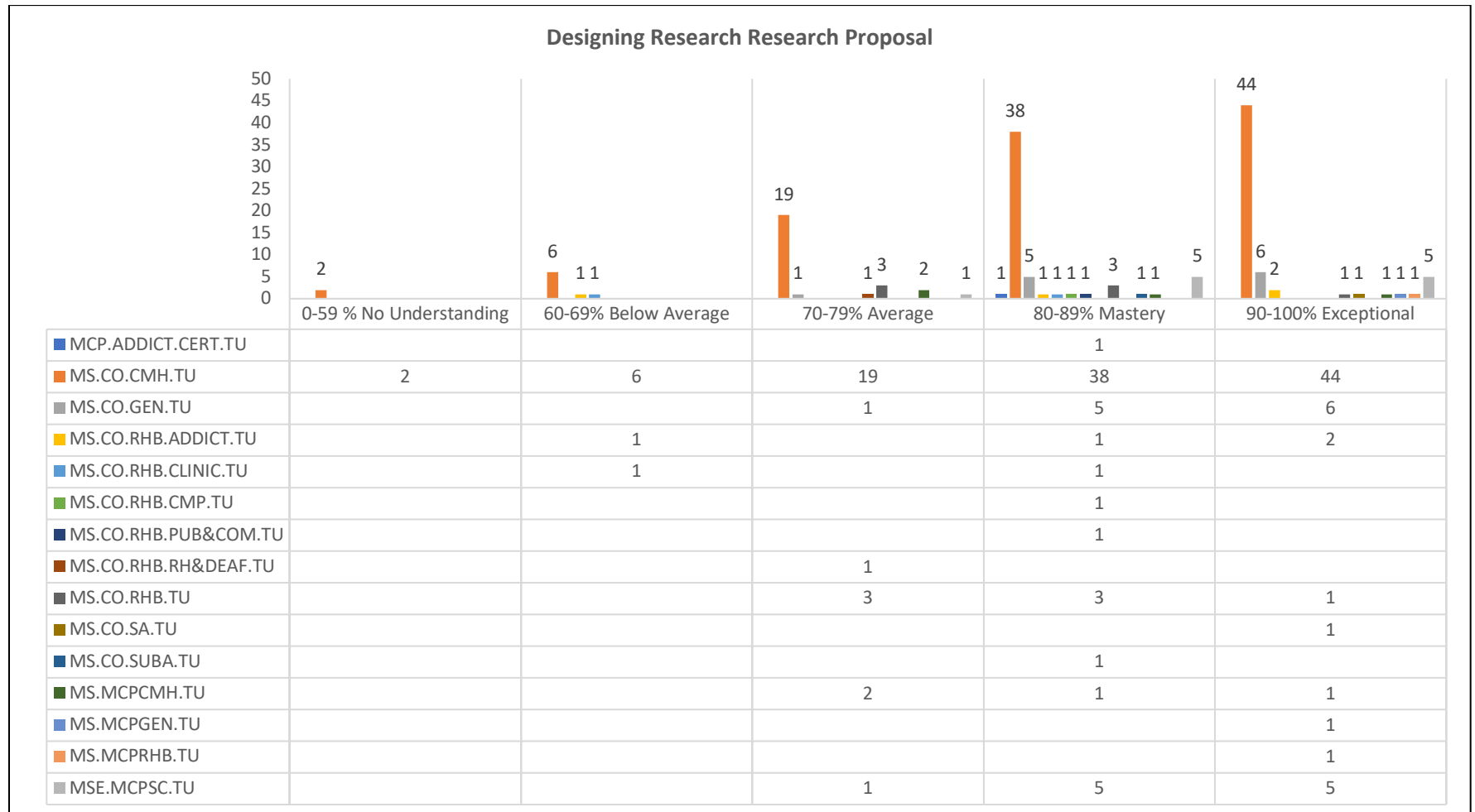


APA quality of writing and use of appropriate grammar

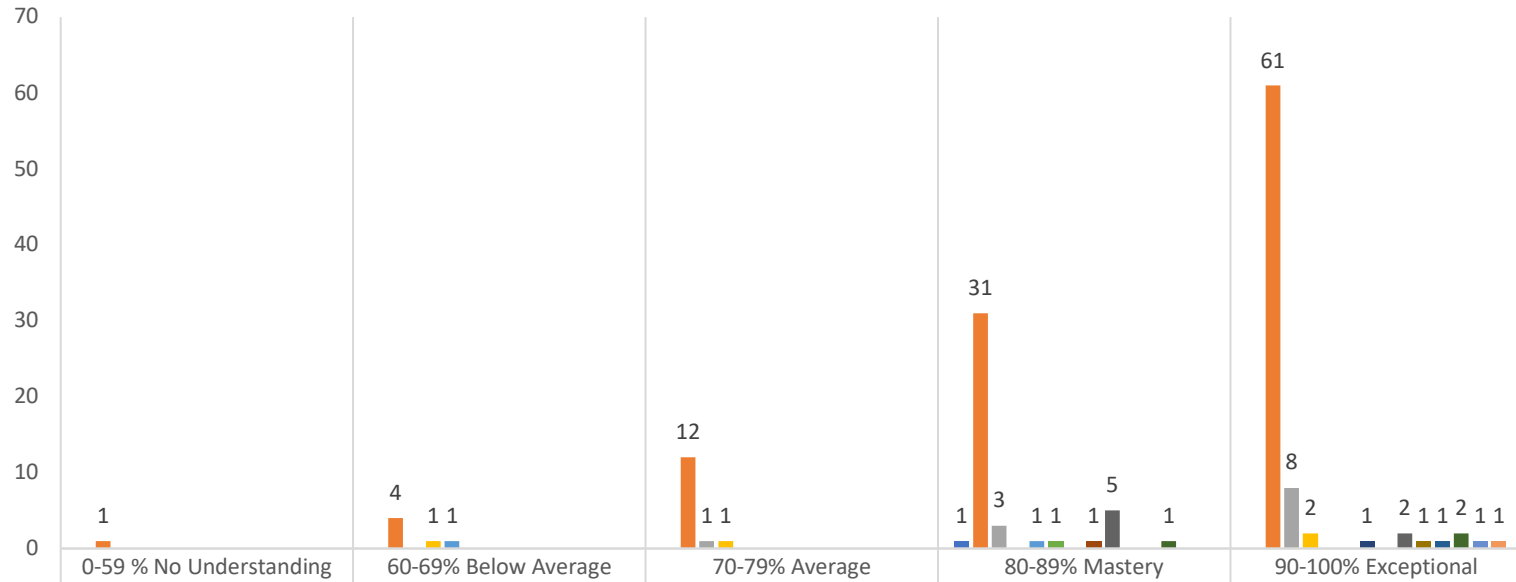


MCP.ADDICT.CERT.TU					1
MCP.PM.CERT.CMH.TU					
MS.CO.CMH.TU	2	5	10	21	51
MS.CO.GEN.TU		1	1	2	3
MS.CO.RHB.ADDICT.TU			1		1
MS.CO.RHB.CLINIC.TU					2
MS.CO.RHB.CMP.TU					
MS.CO.RHB.PUB&COM.TU					1
MS.CO.RHB.RH&DEAF.TU					1
MS.CO.RHB.TU				6	1
MS.CO.SA.TU					1
MS.CO.SUBA.TU					1
MSE.MCPSC.TU			1	1	2
MSE.MCPSCA.TU					

Measurement #2

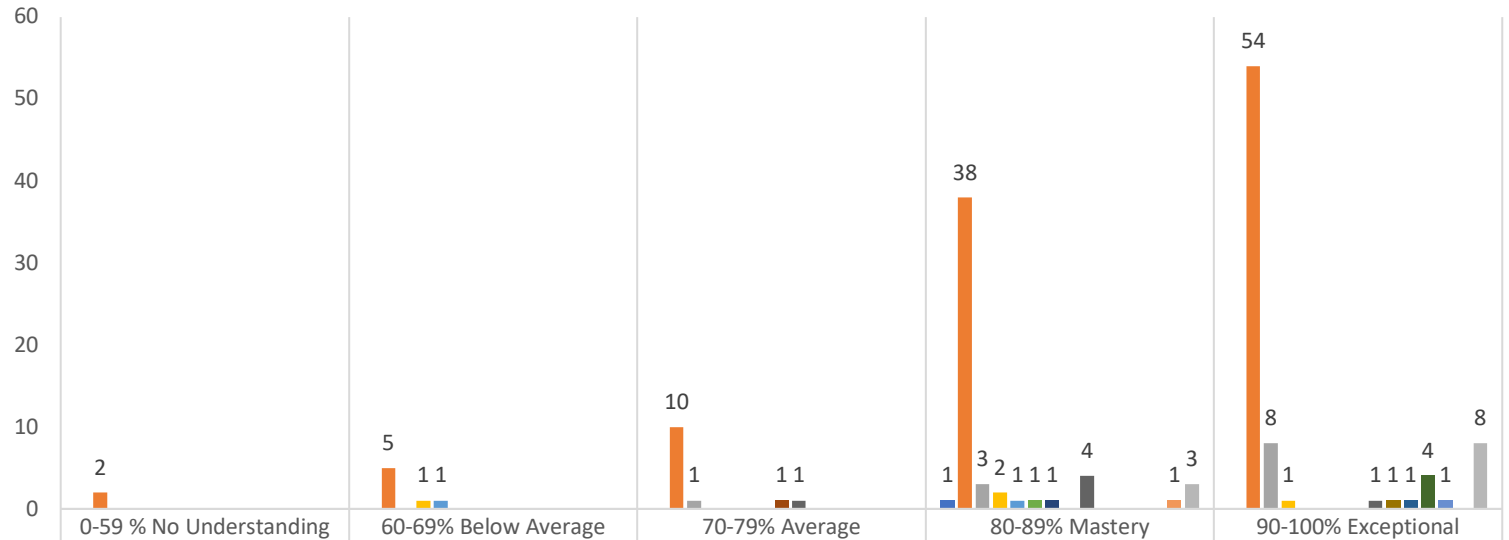


Research Proposal: Statement of the Problem



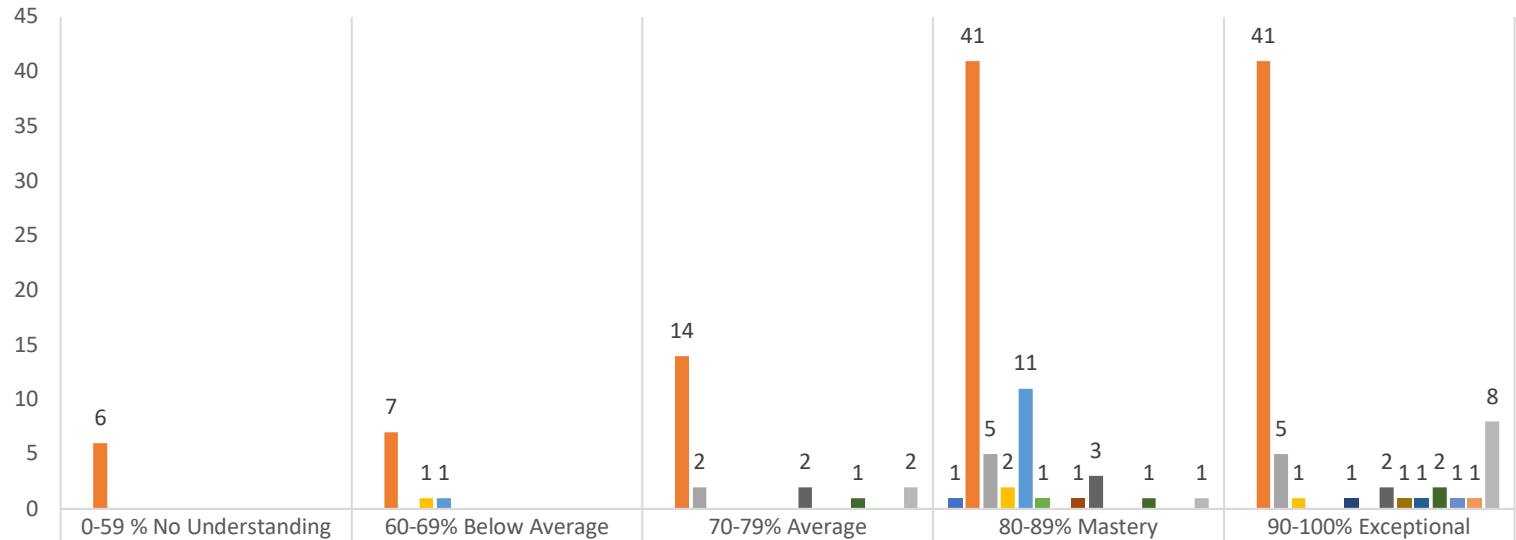
	0-59 % No Understanding	60-69% Below Average	70-79% Average	80-89% Mastery	90-100% Exceptional
MCP.ADDICT.CERT.TU				1	
MS.CO.CMH.TU	1	4	12	31	61
MS.CO.GEN.TU			1	3	8
MS.CO.RHB.ADDICT.TU		1	1		2
MS.CO.RHB.CLINIC.TU		1		1	
MS.CO.RHB.CMP.TU				1	
MS.CO.RHB.PUB&COM.TU					1
MS.CO.RHB.RH&DEAF.TU				1	
MS.CO.RHB.TU				5	2
MS.CO.SA.TU					1
MS.CO.SUBA.TU					1
MS.MCPCMH.TU				1	2
MS.MCPGEN.TU					1
MS.MCPRHB.TU					1

Research Proposal: Literature Review



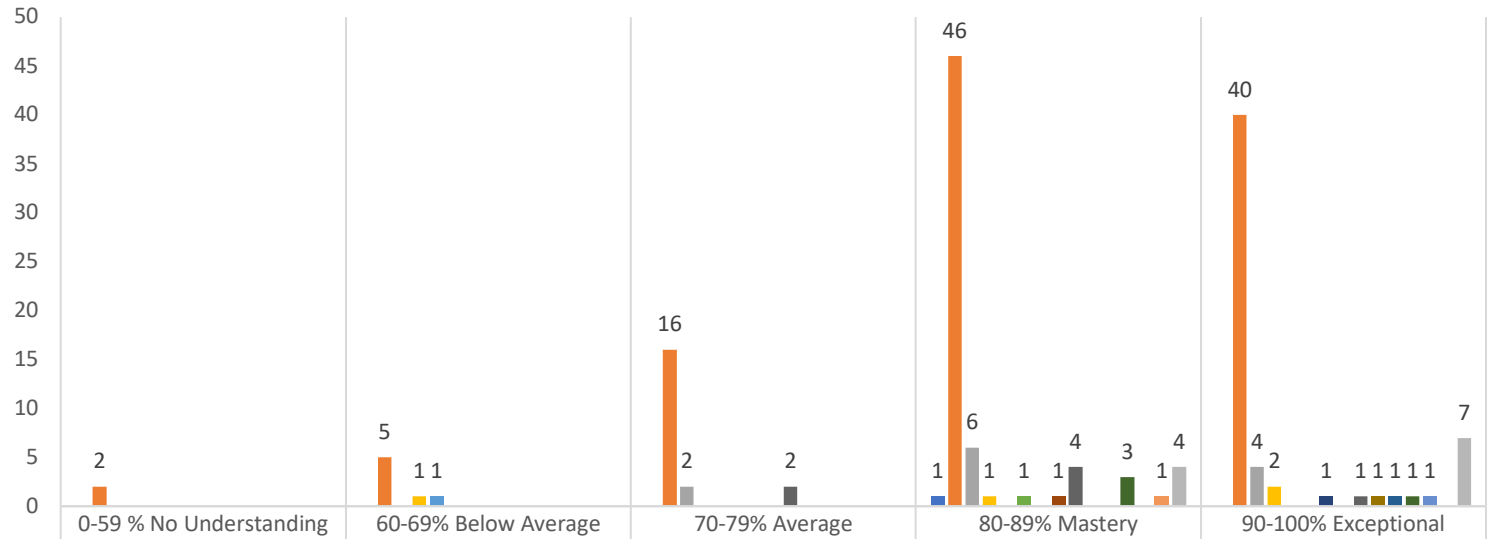
■ MCP.ADDICT.CERT.TU				1	
■ MS.CO.CMH.TU	2	5	10	38	54
■ MS.CO.GEN.TU			1	3	8
■ MS.CO.RHB.ADDICT.TU		1		2	1
■ MS.CO.RHB.CLINIC.TU		1		1	
■ MS.CO.RHB.CMP.TU				1	
■ MS.CO.RHB.PUB&COM.TU				1	
■ MS.CO.RHB.RH&DEAF.TU			1		
■ MS.CO.RHB.TU			1	4	1
■ MS.CO.SA.TU					1
■ MS.CO.SUBA.TU					1
■ MS.MCPCMH.TU					4
■ MS.MCPGEN.TU					1
■ MS.MCPRHB.TU				1	
■ MSE.MCPSC.TU				3	8

Research Proposal: Methodology



■ MCP.ADDICT.CERT.TU				1	
■ MS.CO.CMH.TU	6	7	14	41	41
■ MS.CO.GEN.TU			2	5	5
■ MS.CO.RHB.ADDICT.TU		1		2	1
■ MS.CO.RHB.CLINIC.TU		1		11	
■ MS.CO.RHB.CMP.TU				1	
■ MS.CO.RHB.PUB&COM.TU					1
■ MS.CO.RHB.RH&DEAF.TU				1	
■ MS.CO.RHB.TU			2	3	2
■ MS.CO.SA.TU					1
■ MS.CO.SUBA.TU					1
■ MS.MCPCMH.TU			1	1	2
■ MS.MCPGEN.TU					1
■ MS.MCPRHB.TU					1
■ MSE.MCPSC.TU			2	1	8

Research Proposal: Overall Grade



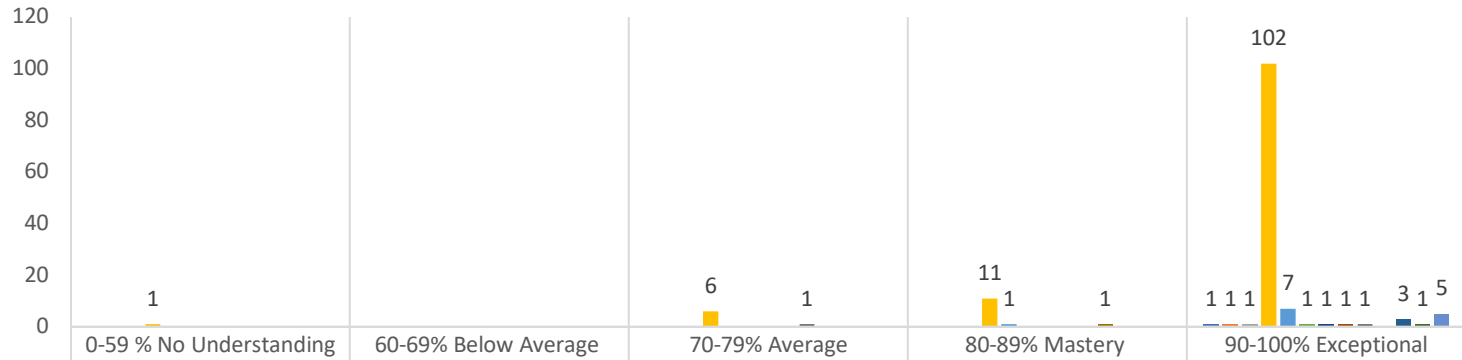
■ MCP.ADDICT.CERT.TU				1	
■ MS.CO.CMH.TU	2	5	16	46	40
■ MS.CO.GEN.TU			2	6	4
■ MS.CO.RHB.ADDICT.TU		1		1	2
■ MS.CO.RHB.CLINIC.TU		1			
■ MS.CO.RHB.CMP.TU				1	
■ MS.CO.RHB.PUB&COM.TU					1
■ MS.CO.RHB.RH&DEAF.TU				1	
■ MS.CO.RHB.TU			2	4	1
■ MS.CO.SA.TU					1
■ MS.CO.SUBA.TU					1
■ MS.MCPCMH.TU				3	1
■ MS.MCPGEN.TU					1
■ MS.MCPRHB.TU				1	
■ MSE.MCPSC.TU				4	7

SLO 4- Diversity: Student will 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 Essay #2	X				
CP 6610-Verbatim Transcript		X			
PSY 6645-Clinical Evaluation Report		X			
CP 6600-Essay #1			X		
CP 6691 Research Proposal			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Case Study #2				X	
CP 6600- Essay #3					X
CP 6649-Personal Counseling Theory Paper					X

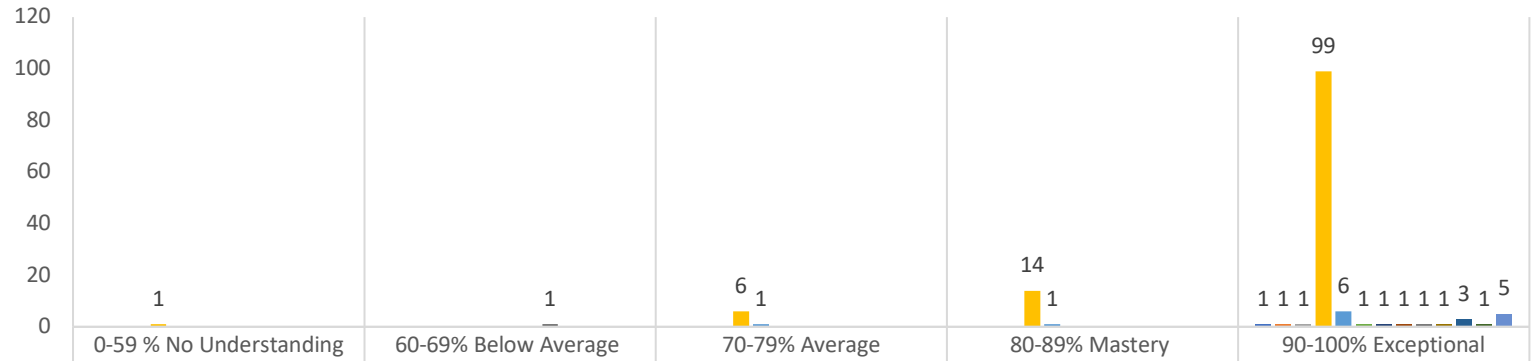
Measurement #1

Cultural Competency/ Tripartite framework



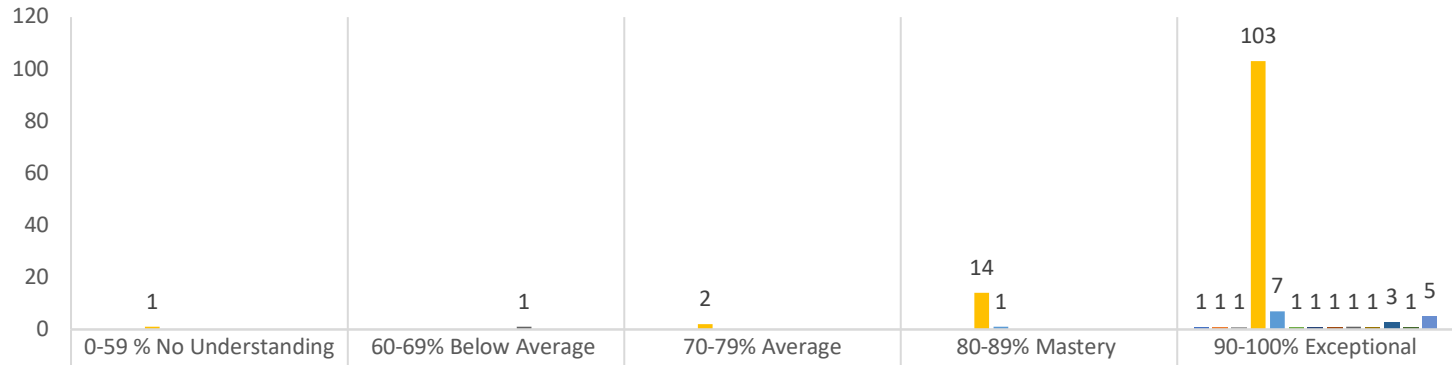
	0-59 % No Understanding	60-69% Below Average	70-79% Average	80-89% Mastery	90-100% Exceptional
MCP.ADDICT.CERT.TU					1
MCP.CMH.CERT.TU					1
MCP.PM.CERT.CMH.TU					1
MS.CO.CMH.TU	1		6	11	102
MS.CO.GEN.TU				1	7
MS.CO.RHB.ADDICT.TU					1
MS.CO.RHB.CLINIC.TU					1
MS.CO.RHB.RH&DEAF.TU					1
MS.CO.RHB.TU			1		1
MS.CO.SA.TU				1	
MS.MCPCMH.TU					3
MS.MCPSC.TU					1
MSE.MCPSC.TU					5

Ethics, Social Justice & Advocacy Dimensions



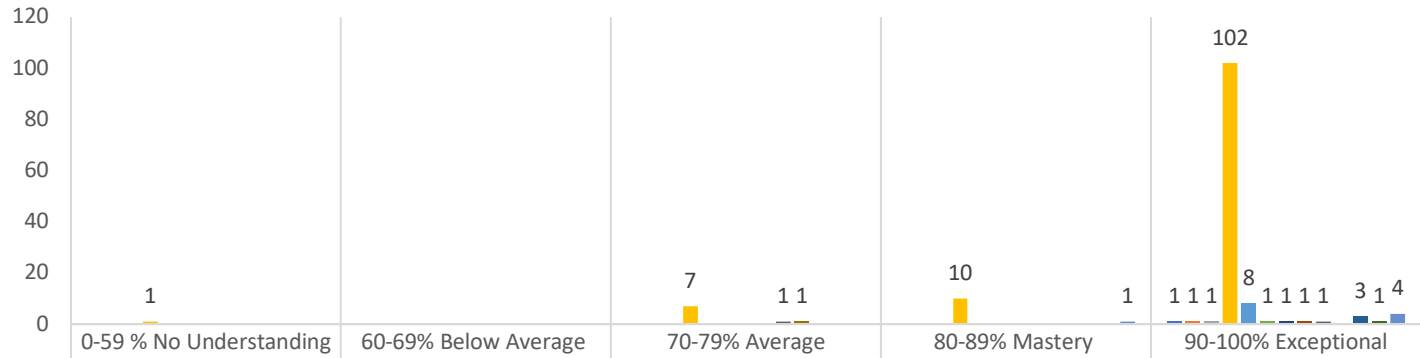
■ MCP.ADDICT.CERT.TU					1
■ MCP.CMH.CERT.TU					1
■ MCP.PM.CERT.CMH.TU					1
■ MS.CO.CMH.TU	1		6	14	99
■ MS.CO.GEN.TU			1	1	6
■ MS.CO.RHB.ADDICT.TU					1
■ MS.CO.RHB.CLINIC.TU					1
■ MS.CO.RHB.RH&DEAF.TU					1
■ MS.CO.RHB.TU		1			1
■ MS.CO.SA.TU					1
■ MS.MCPCMH.TU					3
■ MS.MCPSC.TU					1
■ MSE.MCPSC.TU					5

Cultural Competency and MCC Theory



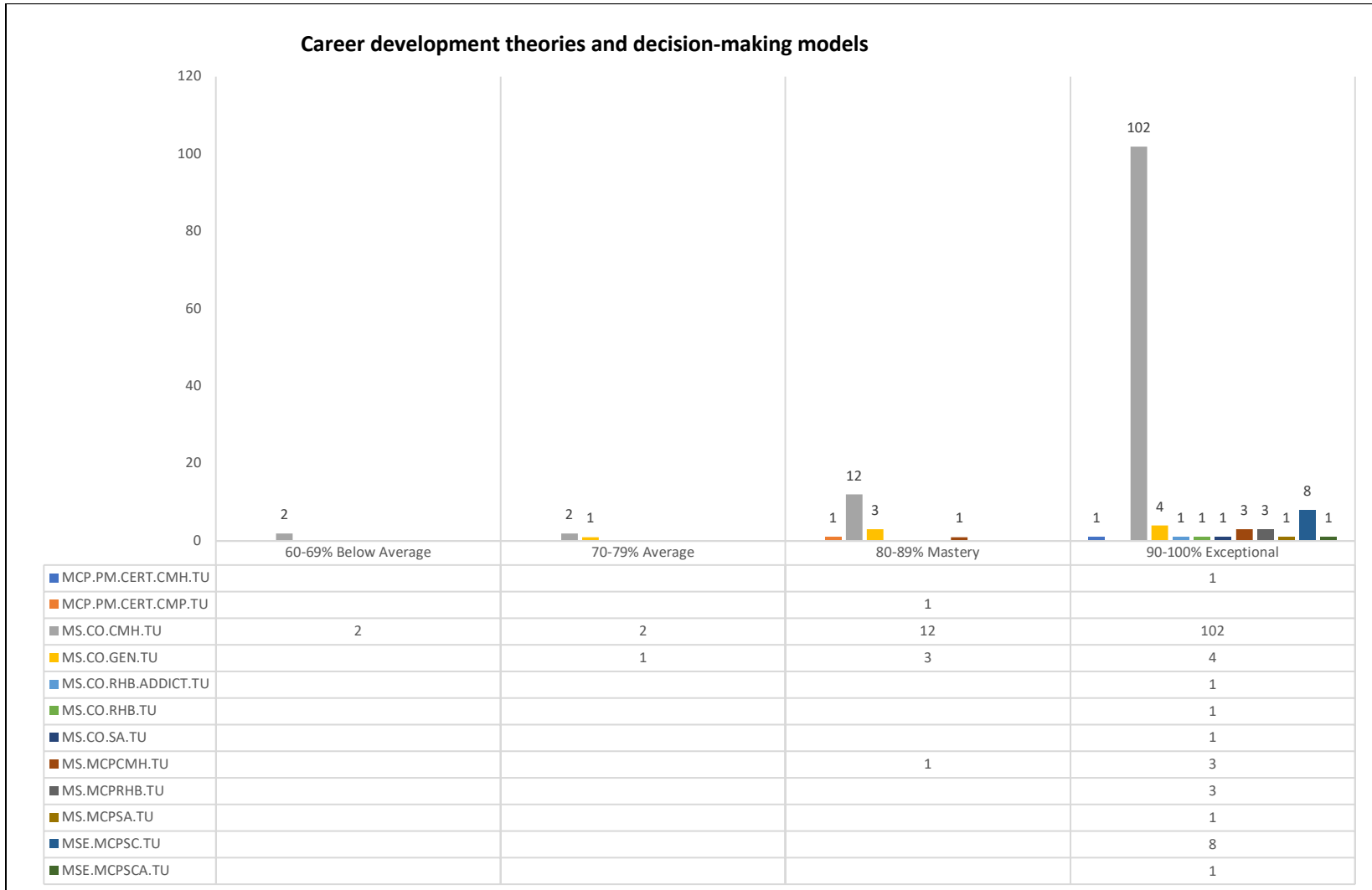
	0-59 % No Understanding	60-69% Below Average	70-79% Average	80-89% Mastery	90-100% Exceptional
■ MCP.ADDICT.CERT.TU					1
■ MCP.CMH.CERT.TU					1
■ MCP.PM.CERT.CMH.TU					1
■ MS.CO.CMH.TU	1		2	14	103
■ MS.CO.GEN.TU				1	7
■ MS.CO.RHB.ADDICT.TU					1
■ MS.CO.RHB.CLINIC.TU					1
■ MS.CO.RHB.RH&DEAF.TU					1
■ MS.CO.RHB.TU		1			1
■ MS.CO.SA.TU					1
■ MS.MCPCMH.TU					3
■ MS.MCPSC.TU					1
■ MSE.MCPSC.TU					5

Writing and Format: Students use of correct grammar and mechanics and APA format.

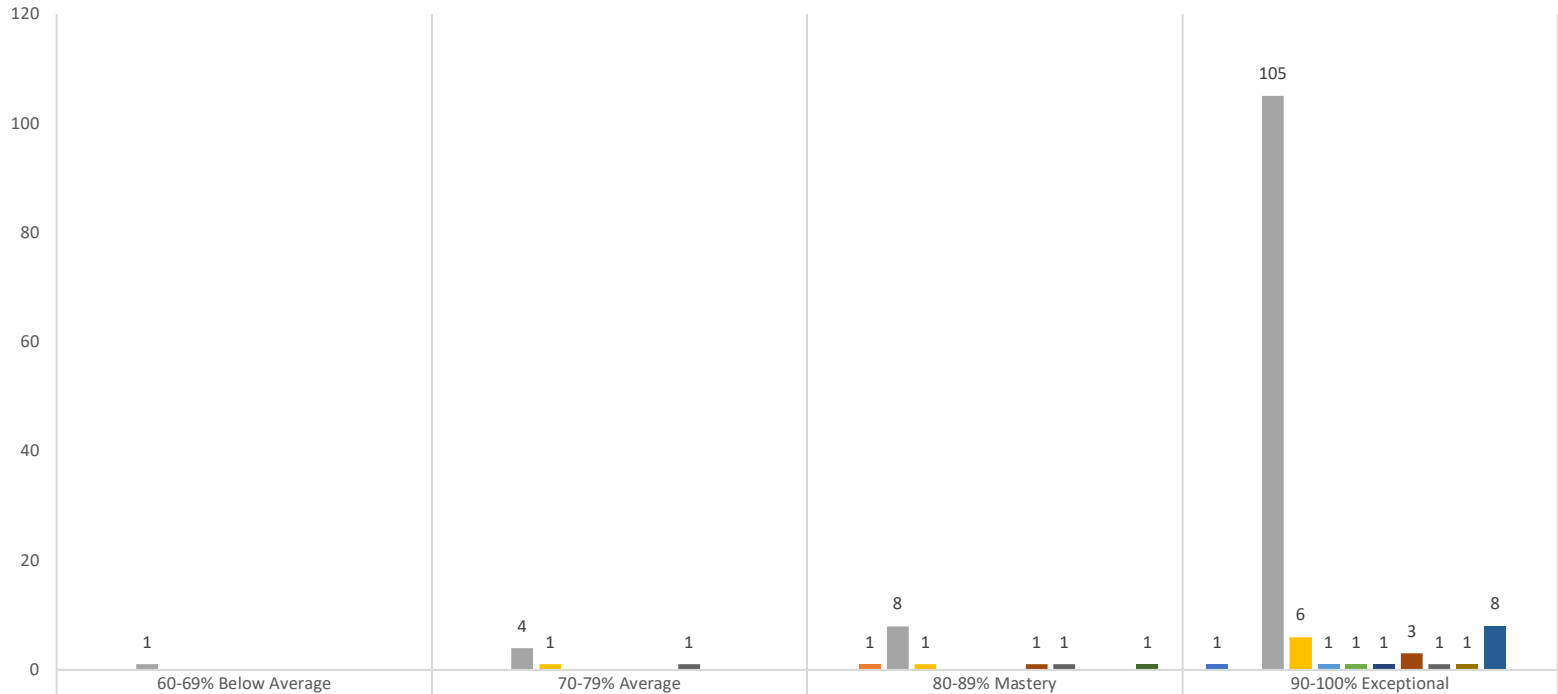


	0-59 % No Understanding	60-69% Below Average	70-79% Average	80-89% Mastery	90-100% Exceptional
MCP.ADDICT.CERT.TU					1
MCP.CMH.CERT.TU					1
MCP.PM.CERT.CMH.TU					1
MS.CO.CMH.TU	1		7	10	102
MS.CO.GEN.TU					8
MS.CO.RHB.ADDICT.TU					1
MS.CO.RHB.CLINIC.TU					1
MS.CO.RHB.RH&DEAF.TU					1
MS.CO.RHB.TU			1		1
MS.CO.SA.TU			1		
MS.MCPCMH.TU					3
MS.MCPSC.TU					1
MSE.MCPSC.TU				1	4

Measurement #2

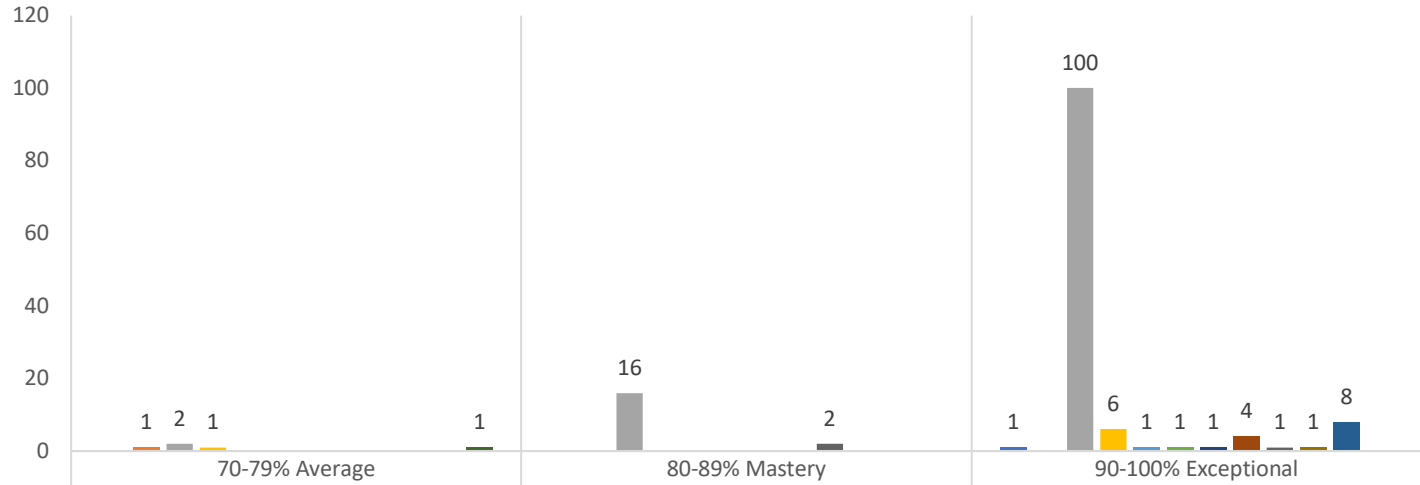


Career, avocational, educational, occupational and labor market information



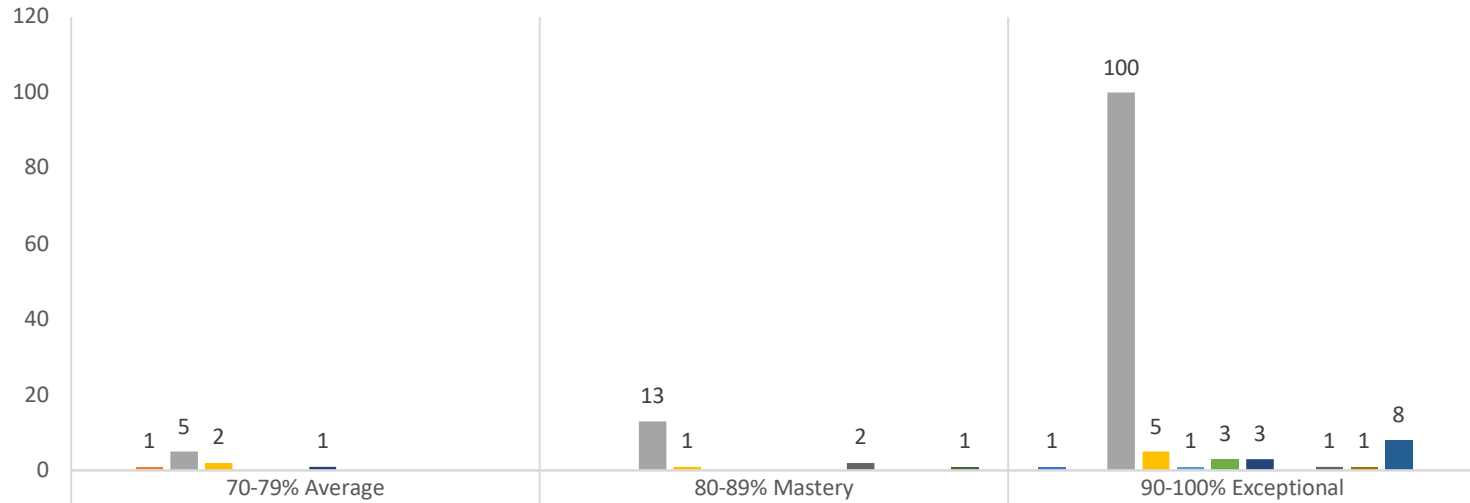
MCP.PM.CERT.CMH.TU				1
MCP.PM.CERT.CMP.TU			1	
MS.CO.CMH.TU	1	4	8	105
MS.CO.GEN.TU		1	1	6
MS.CO.RHB.ADDICT.TU				1
MS.CO.RHB.TU				1
MS.CO.SA.TU				1
MS.MCPCMH.TU			1	3
MS.MCPRHB.TU		1	1	1
MS.MCPSA.TU				1
MSE.MCPSC.TU				8
MSE.MCPSA.TU			1	

Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development



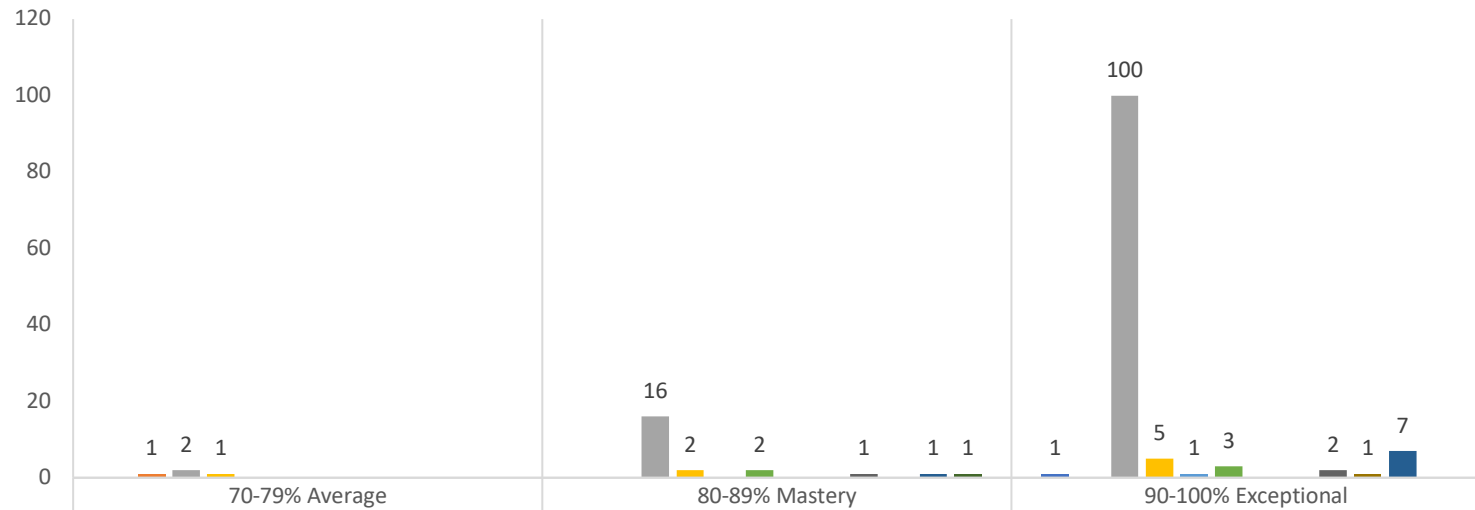
■ MCP.PM.CERT.CMH.TU			1
■ MCP.PM.CERT.CMP.TU	1		
■ MS.CO.CMH.TU	2	16	100
■ MS.CO.GEN.TU	1		6
■ MS.CO.RHB.ADDICT.TU			1
■ MS.CO.RHB.TU			1
■ MS.CO.SA.TU			1
■ MS.MCPCMH.TU			4
■ MS.MCPRHB.TU		2	1
■ MS.MCPSA.TU			1
■ MSE.MCPSC.TU			8
■ MSE.MCPSCA.TU	1		

Career and educational planning, placement, follow-up, and evaluation



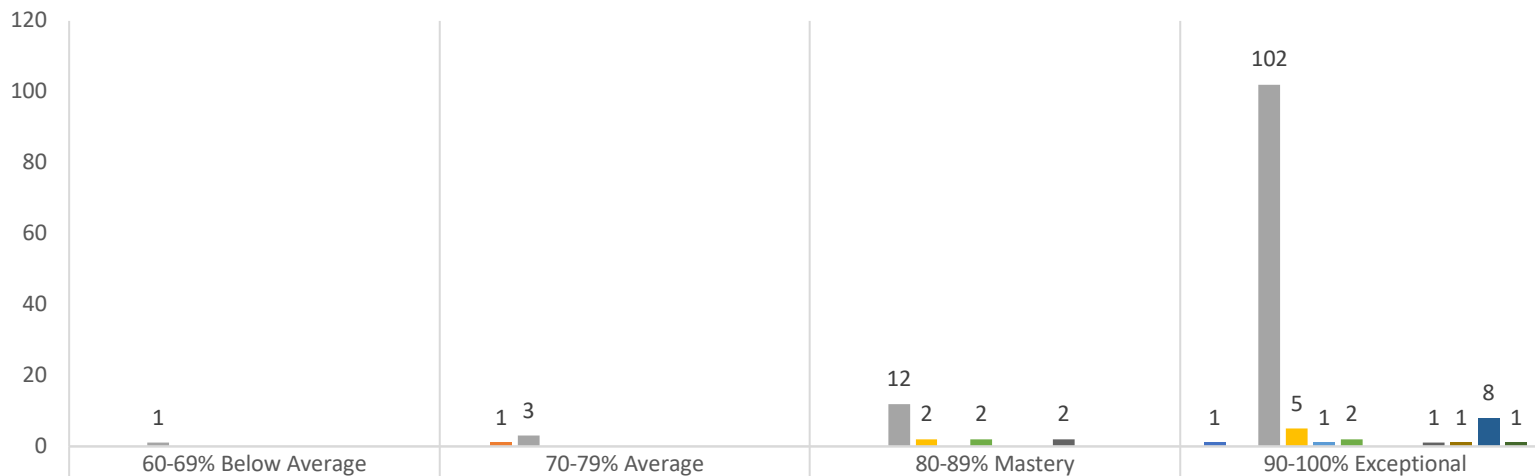
■ MCP.PM.CERT.CMH.TU			1
■ MCP.PM.CERT.CMP.TU	1		
■ MS.CO.CMH.TU	5	13	100
■ MS.CO.GEN.TU	2	1	5
■ MS.CO.RHB.ADDICT.TU			1
■ MS.CO.RHB.TU			3
■ MS.CO.SA.TU	1		3
■ MS.MCPCMH.TU			
■ MS.MCPRHB.TU		2	1
■ MS.MCPSA.TU			1
■ MSE.MCPSC.TU			8
■ MSE.MCPSCA.TU		1	

Assessment instruments and techniques relevant to career planning and decision making



■ MCP.PM.CERT.CMH.TU			1
■ MCP.PM.CERT.CMP.TU	1		
■ MS.CO.CMH.TU	2	16	100
■ MS.CO.GEN.TU	1	2	5
■ MS.CO.RHB.ADDICT.TU			1
■ MS.CO.RHB.TU		2	3
■ MS.CO.SA.TU			
■ MS.MCPCMH.TU			
■ MS.MCPRHB.TU		1	2
■ MS.MCPSA.TU			1
■ MSE.MCPSC.TU		1	7
■ MSE.MCPSCA.TU		1	

Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy

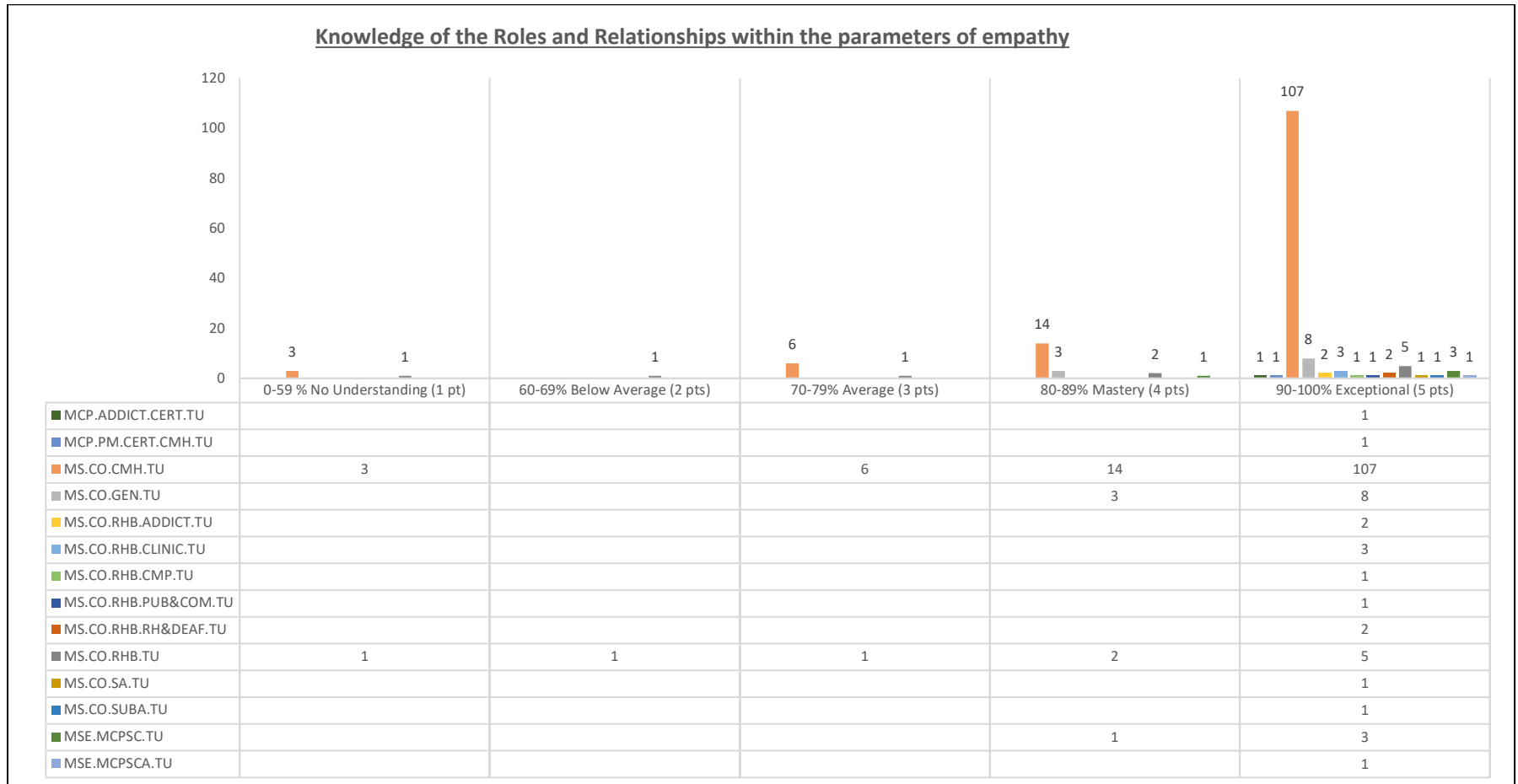


MCP.PM.CERT.CMH.TU				1
MCP.PM.CERT.CMP.TU		1		
MS.CO.CMH.TU	1	3	12	102
MS.CO.GEN.TU			2	5
MS.CO.RHB.ADDICT.TU				1
MS.CO.RHB.TU			2	2
MS.CO.SA.TU				8
MS.MCPCMH.TU				
MS.MCPRHB.TU			2	1
MS.MCPSA.TU				1
MSE.MCPSC.TU				1
MSE.MCPSCA.TU				1

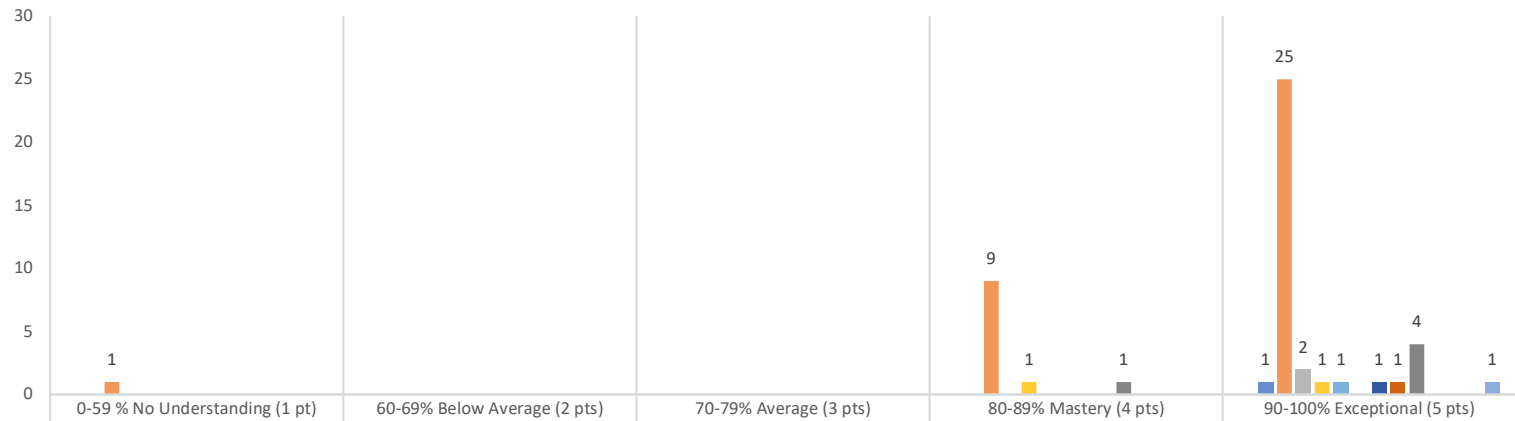
SLO 5- Professionalism: Student will demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice.

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

Measurement #1

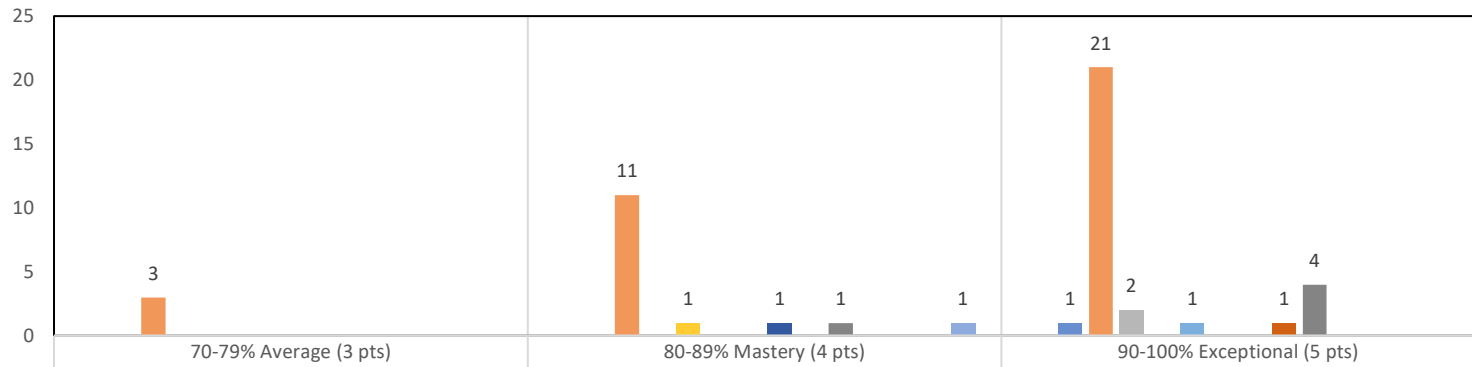


Knowledge of the roles and responsibilities of the counseling profession in crisis, disaster, trauma-causing events



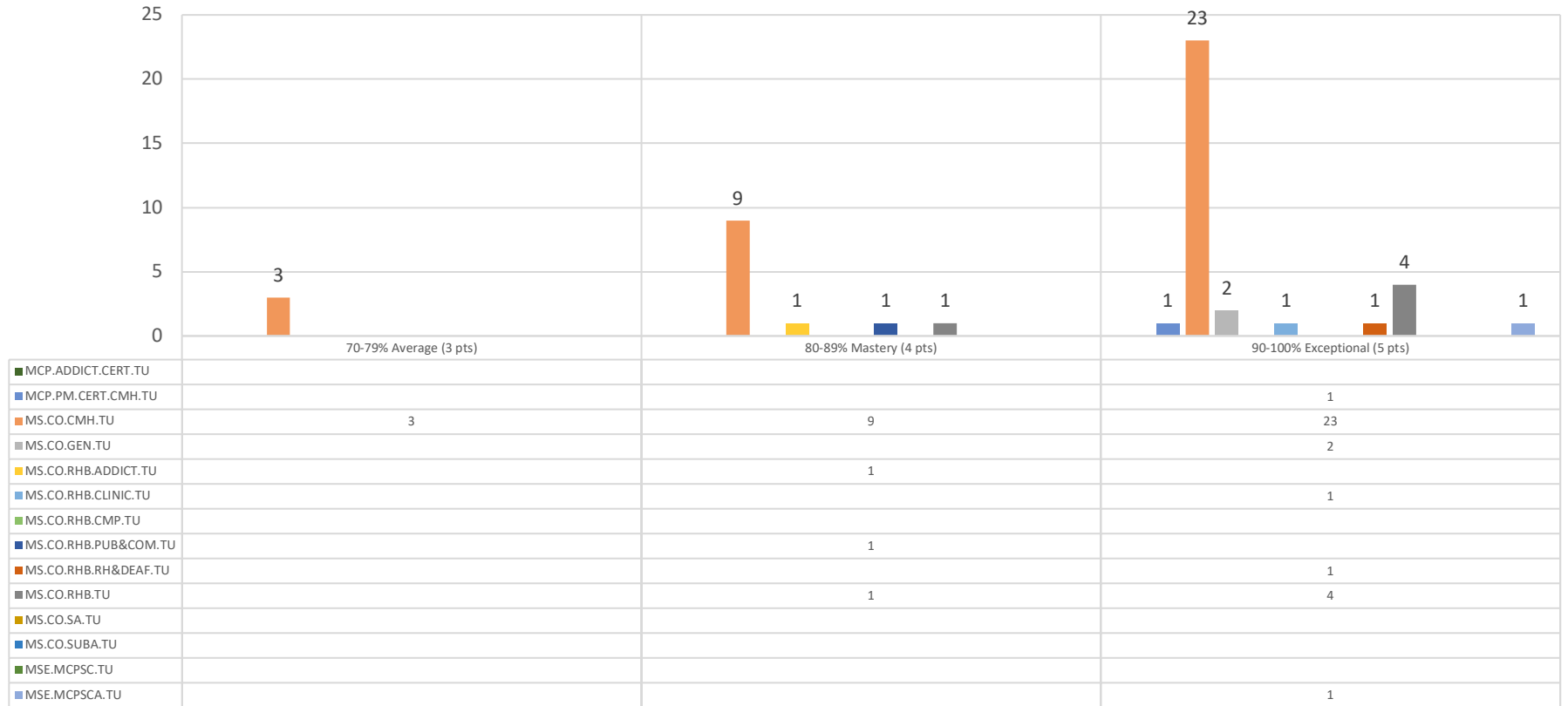
■ MCP.ADDICT.CERT.TU					
■ MCP.PM.CERT.CMH.TU					1
■ MS.CO.CMH.TU	1			9	25
■ MS.CO.GEN.TU				1	2
■ MS.CO.RHB.ADDICT.TU				1	1
■ MS.CO.RHB.CLINIC.TU					1
■ MS.CO.RHB.CMP.TU					
■ MS.CO.RHB.PUB&COM.TU					1
■ MS.CO.RHB.RH&DEAF.TU					1
■ MS.CO.RHB.TU				1	4
■ MS.CO.SA.TU					
■ MS.CO.SUBA.TU					
■ MSE.MCPSC.TU					
■ MSE.MCPSCA.TU					1

Knowledge of the collaborative process in the counseling profession

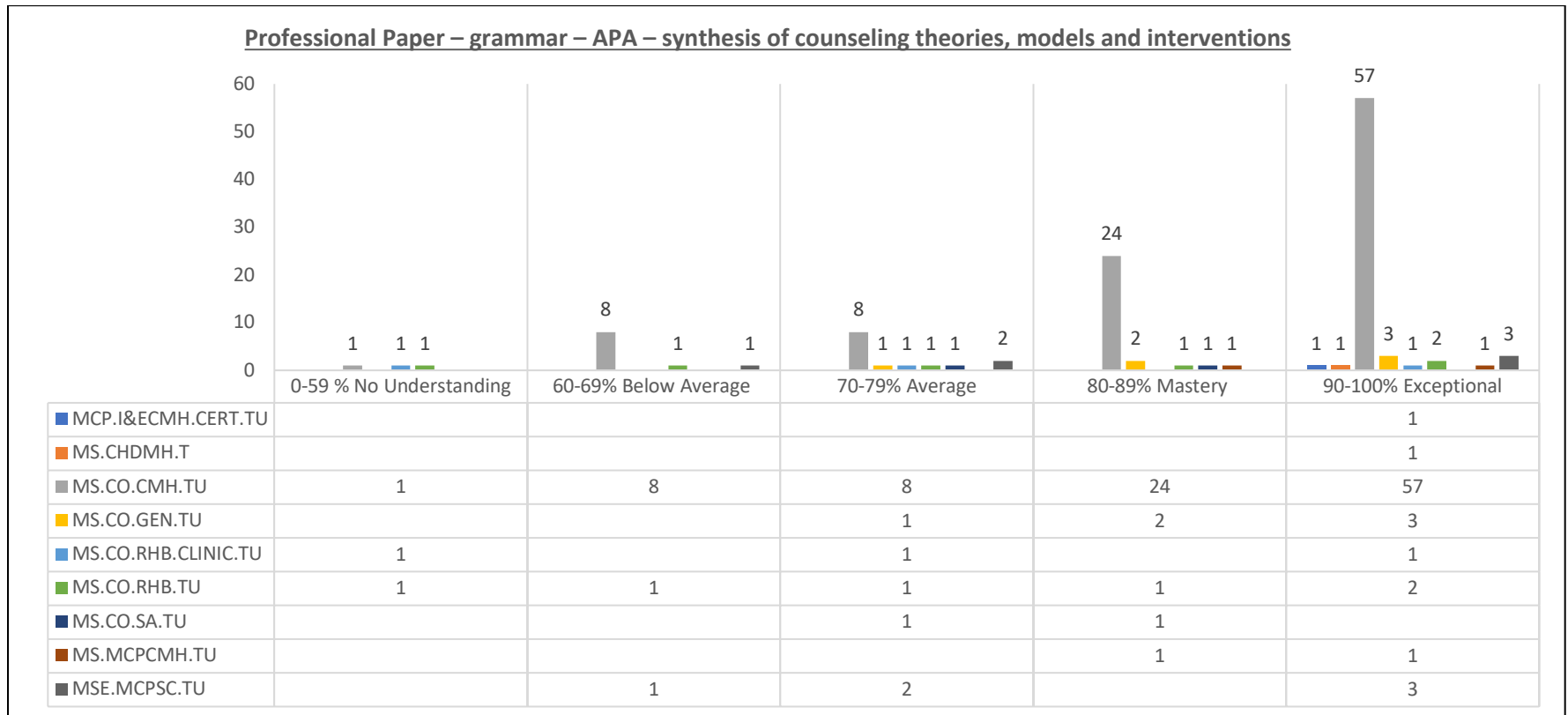


■ MCP.ADDICT.CERT.TU			
■ MCP.PM.CERT.CMH.TU			1
■ MS.CO.CMH.TU	3	11	21
■ MS.CO.GEN.TU			2
■ MS.CO.RHB.ADDICT.TU		1	
■ MS.CO.RHB.CLINIC.TU			1
■ MS.CO.RHB.CMP.TU			
■ MS.CO.RHB.PUB&COM.TU		1	
■ MS.CO.RHB.RH&DEAF.TU			1
■ MS.CO.RHB.TU		1	4
■ MS.CO.SA.TU			
■ MS.CO.SUBA.TU			
■ MSE.MCPSC.TU			
■ MSE.MCPSCA.TU		1	

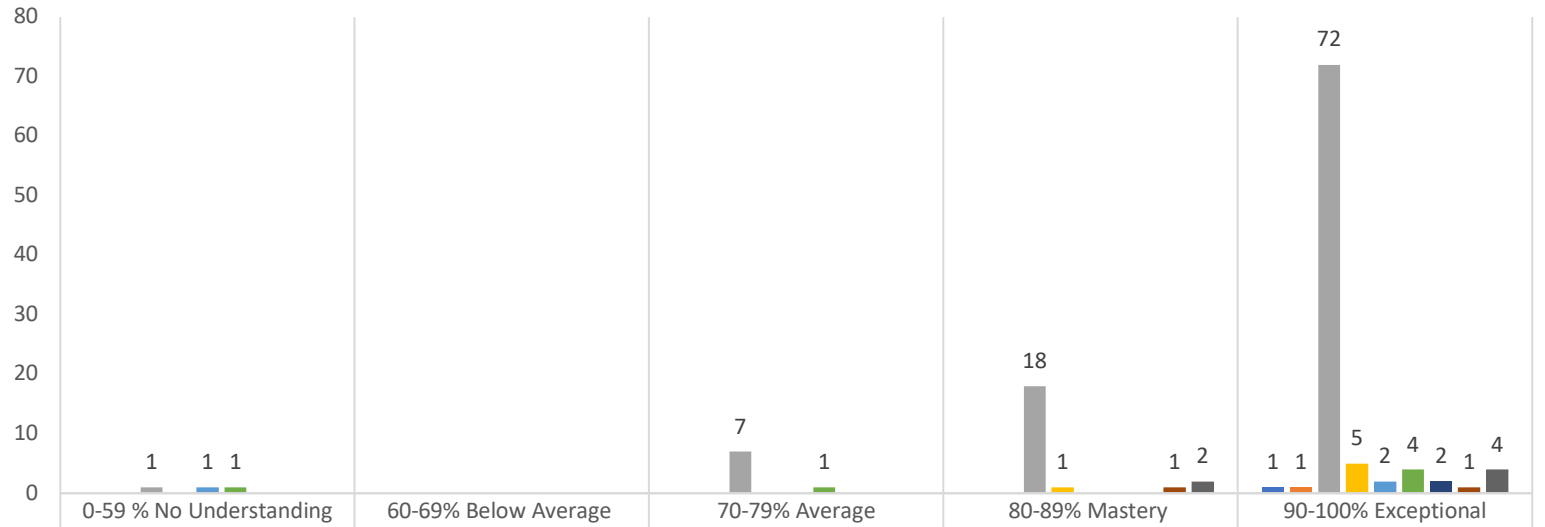
APA quality of writing and use of appropriate grammar



Measure #2

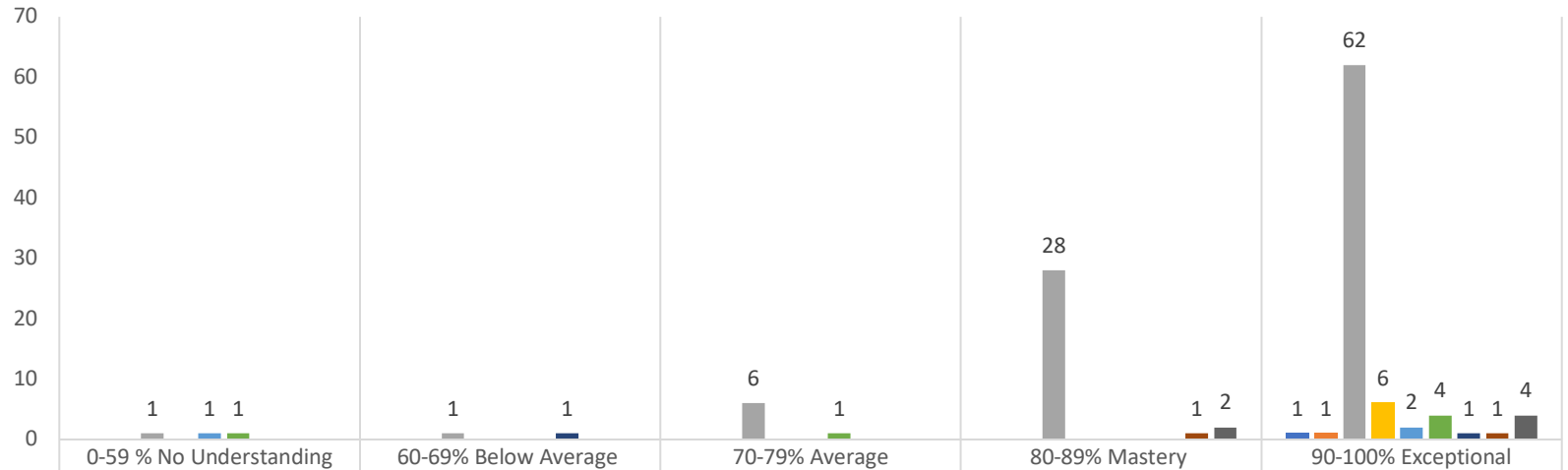


Nature of People CACREP Section II.G.5.d CACREP-2009.2.G.5.d



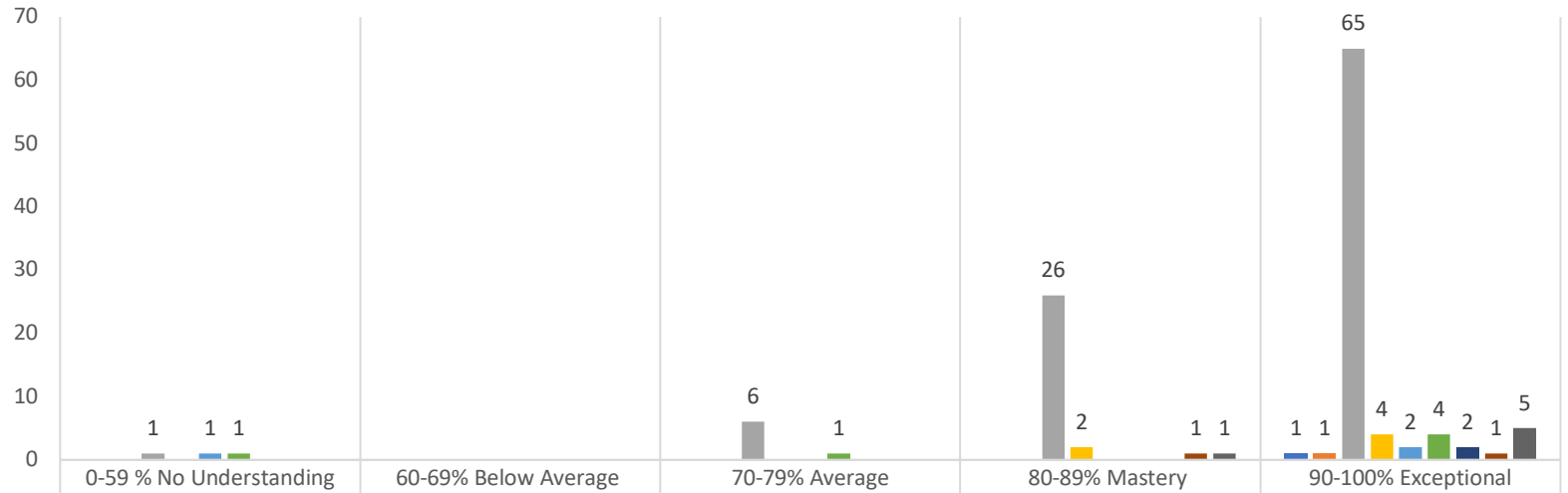
■ MCP.I&ECMH.CERT.TU					1
■ MS.CHDMH.T					1
■ MS.CO.CMH.TU	1		7	18	72
■ MS.CO.GEN.TU				1	5
■ MS.CO.RHB.CLINIC.TU	1				2
■ MS.CO.RHB.TU	1		1		4
■ MS.CO.SA.TU					2
■ MS.MCPCMH.TU				1	1
■ MSE.MCPSC.TU				2	4

Multicultural CACREP Section II.G.5 CACREP-2009.2.G.5



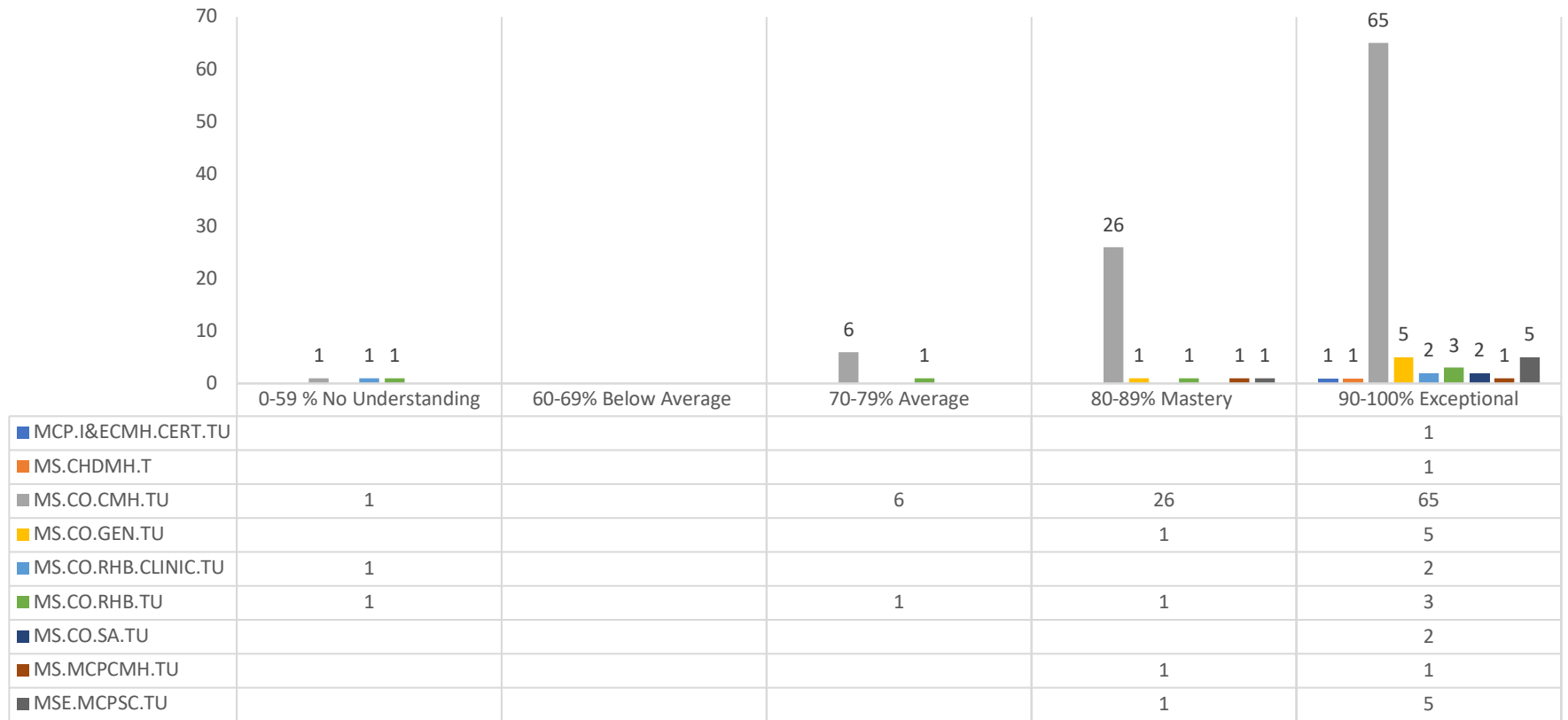
■ MCP.I&ECMH.CERT.TU					1
■ MS.CHDMH.T					1
■ MS.CO.CMH.TU	1	1	6	28	62
■ MS.CO.GEN.TU					6
■ MS.CO.RHB.CLINIC.TU	1				2
■ MS.CO.RHB.TU	1		1		4
■ MS.CO.SA.TU		1			1
■ MS.MCPCMH.TU				1	1
■ MSE.MCPSC.TU				2	4

Wellness and Prevention CACREP Section II, G.5.a CACREP-2009.2.G.5.a

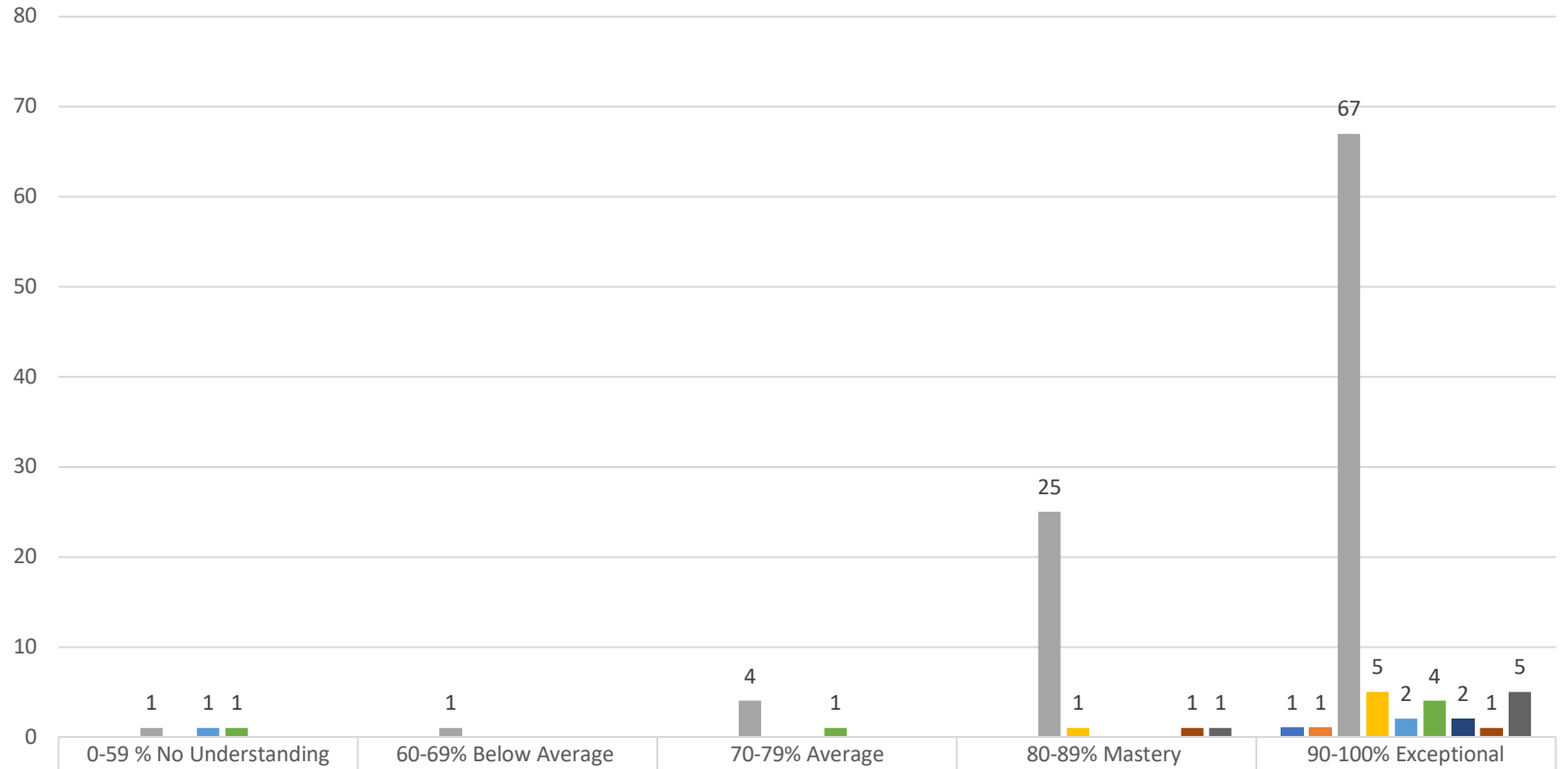


■ MCP.I&ECMH.CERT.TU					1
■ MS.CHDMH.T					1
■ MS.CO.CMH.TU	1		6	26	65
■ MS.CO.GEN.TU				2	4
■ MS.CO.RHB.CLINIC.TU	1				2
■ MS.CO.RHB.TU	1		1		4
■ MS.CO.SA.TU					2
■ MS.MCPCMH.TU				1	1
■ MSE.MCPSC.TU				1	5

Nature of Problems and Models of Counseling CACREP Section II, G.5.d CACREP-2009.2.G.5.d

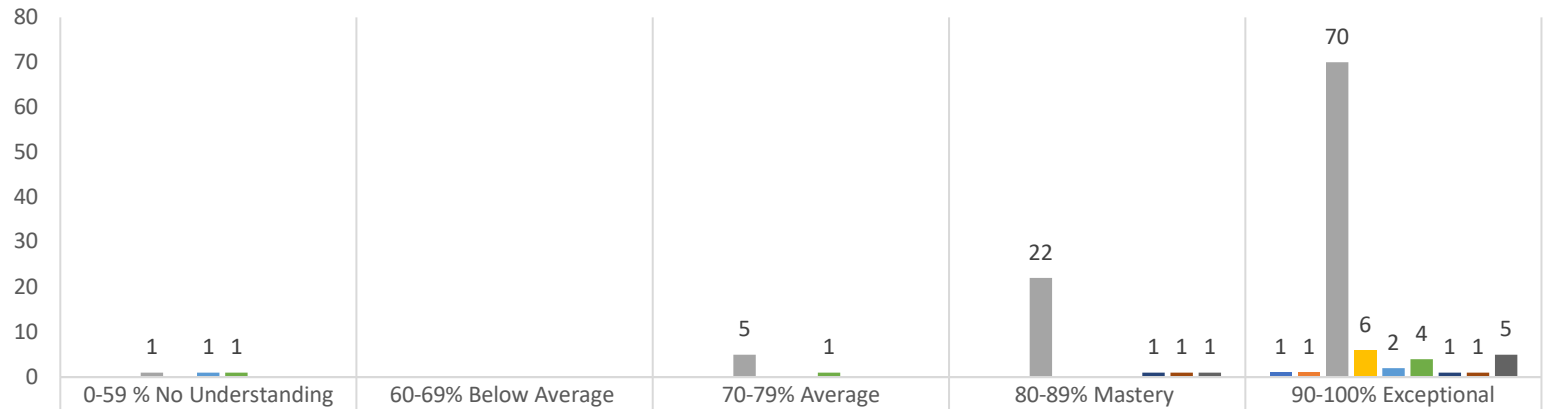


Family and Systems Theories/models CACREP Section II, G.5.e CACREP-2009.2.G.5.e



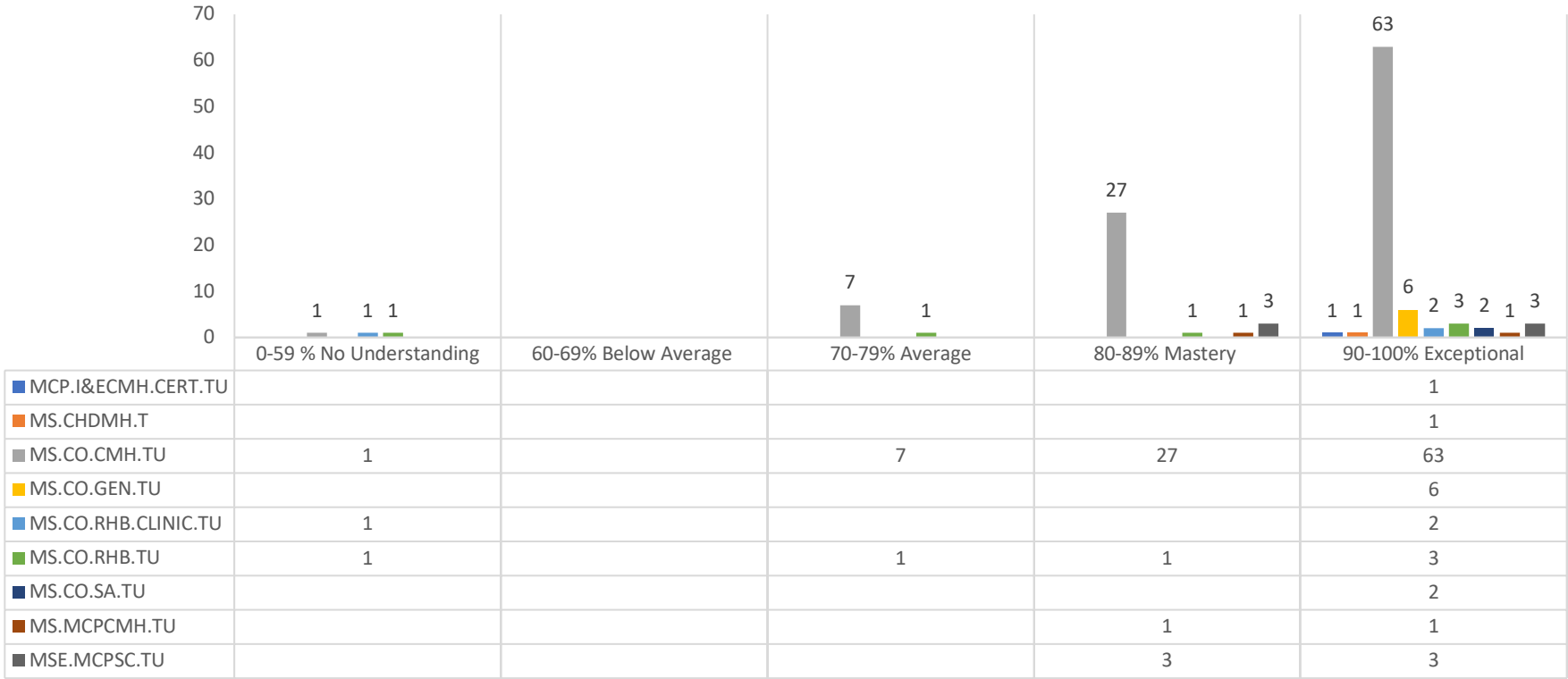
■ MCP.I&ECMH.CERT.TU					1
■ MS.CHDMH.T					1
■ MS.CO.CMH.TU	1	1	4	25	67
■ MS.CO.GEN.TU				1	5
■ MS.CO.RHB.CLINIC.TU	1				2
■ MS.CO.RHB.TU	1		1		4
■ MS.CO.SA.TU					2
■ MS.MCPCMH.TU				1	1
■ MSE.MCPSC.TU				1	5

Process of Change CACREP Section II, G.5.d CACREP-2009.2.G.5



■ MCP.I&ECMH.CERT.TU					1
■ MS.CHDMH.T					1
■ MS.CO.CMH.TU	1		5	22	70
■ MS.CO.GEN.TU					6
■ MS.CO.RHB.CLINIC.TU	1				2
■ MS.CO.RHB.TU	1		1		4
■ MS.CO.SA.TU				1	1
■ MS.MCPCMH.TU				1	1
■ MSE.MCPSC.TU				1	5

Overall Evaluation CACREP Section II, G.5.d CACREP-2009.2.G.5.d



PROGRAM CHANGES BASED UPON SURVEY DATA

The assessment meetings were held in the fall of 2021. Faculty discussed the qualitative and quantitative survey results and determined program changes based upon survey data. The program changes indicated below were agreed upon in the fall of 2021 and are based upon student survey data.

- In a review of student course evaluation survey responses, students consistently indicated that assignment instructions in course syllabi were vague and/or confusing, and the assignment rubrics didn't appear to align with the assignment, and the number of assignments was overwhelming. Based on student feedback and working in concert with the CACREP Steering Committee, all course syllabi were reviewed. As a result, the faculty recommended and implemented several changes to the master syllabi: (1) updated and clarified assignment instructions, (2) revised the assignment rubrics to reflect the assignment objectives, and (3) decreased the number of common assignments. The revised syllabi were implemented in Fall 2021 and will be evaluated at the annual departmental meeting in Fall 2022.
- In response to student evaluations and low program CPCE subscale scores in the area of research, the course syllabus for Research Methods (CP 6691) was revised to increase students' exposure to each component of the research process. Additionally, librarians are embedded into the Canvas courses). Each term the faculty member teaching the course will have an opportunity to request library support within the course. Students in the course will have direct access to library help. The librarian assistance includes current aid options that are available to students, such as inter-library loans and the use of library databases. The university librarian will also work with students to identify and access the material being covered to augment the student's understanding of the research process.
- During curriculum committee meetings, it was noted that several assignments were outdated due to being aligned with the 2009 CACREP Standards. During these discussions, the deadline for programs to be in compliance with the 2016 CACREP Standards was noted. The CACREP Steering Committee reviewed and revised all course syllabi to align with the 2016 CACREP Standards for a Fall 2021 implementation date.
- To align with CACREP requirements the School Counseling Program moved from a 48-semester hour program to a 60-semester hour program, effective Fall 2022. As discussed in Advisory Board Meetings, the program's move to 60-semester hours also allows School Counselors to retain their ability to seek Professional Counseling Licensure in Alabama.

- Regarding data on professional dispositions of students, problems in these areas are brought to the attention of each Campus Student Case Review Committee and discussed at the Departmental Meetings with the identity of the student masked for confidentiality. Ongoing reviews of professional disposition via the Fitness to Practice (FTP) are discussed at Campus Departmental Meetings.
- Data from the CPCE pass rates were analyzed. Due to the low passage rate, revisions to the program's comprehensive exam policy were made.
- The department has used information from alumni surveys to inform programmatic change. Alumni survey results were discussed during the Department Meeting following the completion of the surveys. Areas of strength and weaknesses are addressed on an ongoing basis at Departmental meetings, which are held monthly during the academic year. The changes resulting from the Alumni Surveys included a greater focus on credentialing and departmental policies and the departmental process for academic appeal and retention. The entire full-time faculty is present at these meetings.
- End of Course student evaluation results are reviewed by the College of Education. The department examined the aggregate data results and compared them with results in both the larger College of Education, Information, and Technology, and the university as a whole. Individual instructors received a report for each course at the end of each term. Annual reports presented results at the unit level (i.e., college, department), and as such were distributed to the Deans and Chairs. The reports included "average ratings by course level," and were intended to serve a formative purpose at the unit level. In addition, at the end of the semester summary reports of the results for each course were distributed to Instructors, Chairs, and Deans by university administrators. The program utilized the data to support student and faculty growth through necessary changes to the offerings of course progression, course instructor assignments, and access to a senior faculty mentor.
- Based on a review of the 2016 CACREP Standards as it relates to and aggregate data from Livetext course assignments relating to student success in the program, a selected committee reviewed the department's Admission Interview Questions and updated the Admissions Interview Index. There were several questions that failed to correctly target the best fit student for the program. The committee determined that the questions weren't great predictors of successful student outcomes in the program. The questions were revised in the Admissions Interview Questions and the Admissions Interview Index to enhance the assessment of the professionalism of potential students. Areas of focus included interpersonal skills, presentation of clinical or field-specific

content information, and quality of responses to questions.

- The reliability of the graduate record exam (GRE) as a predictor of a student's success in graduate studies was assessed by a selected committee. After extensive research by a selected committee, the department voted to remove the GRE as a program admissions requirement.

Substantive Program Changes

Altamonte Springs Campus Location Closure

In October 2020, Senior Administration determined we are unable to sustain operations with the current enrollment trends and will close the Altamonte Springs Campus location effective November 30, 2022. Faculty and students were notified on October 20, 2020, and stakeholders were notified shortly after.

Troy University committed to assisting students in their decisions to complete their program. Courses in the graduate counseling program taught at Altamonte Springs continued to be offered onsite (face to face) during the 2020-2021 and 2021-2022 academic years. Information documents such as schedules for the 2020-2021 and 2021-2022 years were prepared to assist students and faculty advisors with developing degree completion plans. If students do not complete the degree program by July 31, 2022, program advisors will create individual degree plans to assist in their program completion.

General Counseling Teachout

In August 2021, the Department of Counseling, Rehabilitation, and Interpreter Training completed a program and curriculum review. Careful consideration was given to degree programs, professional standards, and employability. The departmental faculty voted to discontinue the General Counseling Program for the following reasons:

- The program does not lead to a path for licensure or certification
- 36-hour programs are not recognized by licensing boards. See below for state requirements and effective dates:
 - Alabama- CACREP accredited master's degree in Counseling (60-semester hours, conferred in one, single degree)- effective January 1, 2022
 - Florida- Master's degree in Counseling (60-semester hours)- effective January 1, 2025
 - Georgia- Master's degree in Counseling (60-semester hours)- effective September 30, 2018

The proposal to discontinue the General Counseling Program was submitted to the Graduate Academic Committee for Approval. Students were notified in November 2021.

Troy University is committed to assisting students in their decisions to complete their program. Courses in the General Counseling Program align with the core courses in the Clinical Mental

Health Program; therefore, there won't be a disruption of course offerings. Program courses will continue to be offered until degree completion.

Information documents such as schedules and the protocol for students interested in switching to a 60-hour counseling program will be prepared to assist students and faculty advisors in developing degree completion plans.