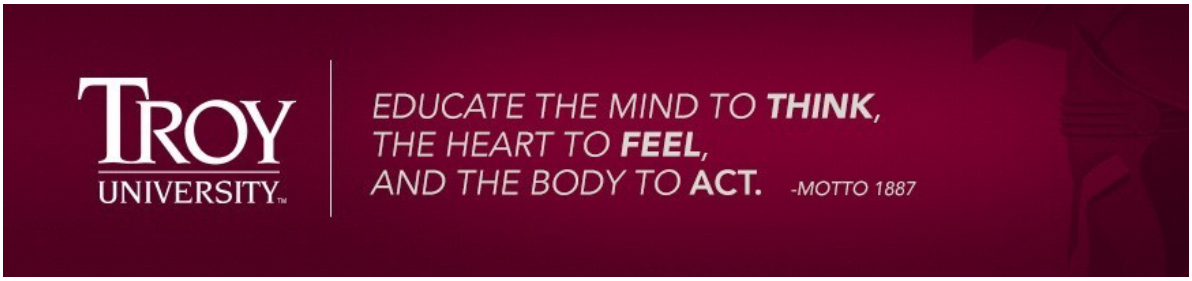


Troy University

Annual Report Program Evaluation Report
Clinical Mental Health Counseling, Rehabilitation Counseling, & School Counseling
AY 2023-2024

Troy University
2023-2024 CACREP Annual Program Evaluation Report
Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling

INTRODUCTION

The Troy University Counselor Education Program engages in continuous quantitative and qualitative program evaluations to inform systemic program changes. This evaluation process is guided by the 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards 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 2024-2025 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 CRIT. The Counseling Program leads to a Master of Science or Master of Education degree. The program delivers three 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 (Fort Walton, Panama City, Pensacola, and Tampa); and at the Augusta, Georgia site.

Core Faculty and Campus Designations

Name	Degree & Major	Area	Credentials	Site
Ayadi, Jihene	PhD CES	CMHC	LMHC	Augusta
Babel, Korinne	PhD CES	CMHC	LPC, CPCS, NCC, RPT	Phenix City
Booker, Samantha	PhD CES	CMHC, SC	LPC-S, IMH-E	Dothan
Carlson, Robert	PhD Psychology & Counseling	CMHC	LPC, CCMHC, MAT, CPCS	Phenix City
Crawford, Sherrionda	PhD CE	CMHC, SC	LPC, LPC-S (AL), LPAC, CPCS (GA), SC, NCC	Phenix City
Dennis, Elizabeth	PhD CES	CMHC	LPC, NCC	Troy
Fitch, Tregon	EdD Counseling	CMHC, SC	LMHC, ACS, NCC, CCMHC	Panama City
Hall, Tabitha	PhD CES	CMHC	LMHC	Ft. Walton
Heppe, Dale	PhD CES	CMHC	LMHC	Panama City
Howard, Stephanie	PhD CES	School	SC	Troy
Huffman, Starrah	PhD CES	School	LPC, NCC, NCSC	Montgomery
Maiden, Rodney	PhD CES	RC	CRC, ALC	Montgomery
Marshall, Jennifer	EdD Counseling	CMHC	CCMHC, LMHC, ACS, CCBT	Panama City
Ouellette, Linda	PhD CES	CMHC	LMHC, LMFT	Tampa
Premuda-Conti, Paola	PhD Rehabilitation	RC	CRC	Tampa
Quadlander-Goff, Emma	PhD CES	CMHC	LPC, NCC	Dothan
Reed, Shelley	PhD CES	CMHC, SA	LPC, CACII, MAC, CPCS	Phenix City
Skudrzyk, Bogusia	PhD CES	CMHC	LPC, LMHC	Pensacola
Southwick, Joshua	PhD Rehabilitation Counseling	RC	CRC	Troy
Stokes, Lindsay	PhD CES	CMHC	LPC, NCC	Montgomery
Tew-Washburn, Suzanne	PhD Rehabilitation Counseling	RC	CRC, SPHR	Phenix City
Tipton, Hope	PhD CES	School	P-LPC, SC	Fort Walton

PROGRAM ASSESSMENT AND EVALUATIONS

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

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

August	**Annual CRIT Division Meeting** Faculty Review of Findings Counseling Curriculum Committee (CCC) Meeting Committees are formed for Program Improvement Plans
September	Review Consolidate Plans for Improvement & Program Modifications
October	CCC Meeting: Vote on Improvement & Program Modifications
November	Review of Findings & Plans for Improvement Recommendations & Modifications
December	Review and compile Site and University Supervisor Evaluations and Student Evaluations of Site and Site Supervision
January	Review Comprehensive Examination Review Admission Index
February	Graduate Alumni Survey data collected for Two-Year Graduate Follow-Up Survey (GFS) (Conduct in years ending in odd numbers) Review Exit Survey Review Demographic Survey
March	**Advisory Board Meetings** Employer Survey (Conduct in years ending in odd numbers) Faculty Review of Syllabi & Common Assignments
April	CCC Meeting: Review GFS & Employer Survey Data Syllabi Review Plans for Improvement & Program Modifications
May	Faculty receive all program data Descriptive statistical analysis to investigate aggregate and disaggregate data Compilation of findings into annual assessment report to prepare for dissemination CCC Meeting: Plans for Improvement & Program Modifications
June	Plans for improvement & program modifications are added to annual assessment report
July	Finalize annual assessment report and distribute

As part of the systematic program assessment and evaluation process, the following assessment data points are reviewed and analyzed by program faculty:

- Program Evaluation Dimensions
    - Practicum/Internship Evaluations
    - Observations of Program
        - Counseling Curriculum Committee/Steering Committee
        - Students

        - Adjuncts
        - Advisory Board Committee
    - Key Performance Indicators
        - Fitness-to-Practice Evaluations
        - Common Livetext Assignments
        - Common Assignment Rubrics
        - Remediation
    - Surveys
        - Exit Survey
        - Graduate Alumni Survey
        - Program Demographics Survey
        - Employer Survey
    - Evaluations
        - Admission Interview & Index
        - Supervisor Evaluations
        - Student Evaluations of Sites and Site Supervision
    - Professional Dispositions
        - Fitness-to-Practice Evaluations
            - Beginning
            - Midpoint
            - Final
    - Comprehensive Examinations
        - Counselor Preparation Comprehensive Examination
        - Praxis II Professional School Counselor Examination
        - Certified Rehabilitation Counselor Examination

Program Modifications and Changes

While all feedback from stakeholders (e.g., employers, graduates, site supervisors, current students, etc.) and common assessment data provide valuable insight related to the strengths and needs of the program areas, there were no program modifications or substantial changes made to the Troy University Counseling Programs as a result of the program faculty's review and evaluation of the assessment data. The remainder of this report provides a quantitative and qualitative overview of program feedback from stakeholders and common assessment data.

PROGRAM EVALUATION DIMENSIONS

1. PRACTICUM AND INTERNSHIP EVALUATIONS

Summative and formative evaluations are conducted during fieldwork courses, including practicum and internship courses, to determine the student's mastery of clinical skills and any concerns regarding professional dispositions. Practicum and internship site supervisors are provided the opportunity to give feedback, which is reflective of the counseling programs; comments made by site supervisors include the following:

Clinical Mental Health Counseling

- *"[redacted] has started her practicum with our company during a transition of a new EHR system, amongst other transitions in the agency. She's been adaptable and patient. We have provided her with feedback on items pertaining to safety and boundaries. She's responded well to the feedback and appears to be willing to grow her skills."*
- *"[redacted] will be great CMHC. She has fantastic facilitation skills and has worked in a variety of setting, which will be beneficial to her professionally."*
- *"[redacted] has a natural ability to roll with resistance, which has contributed to her effectiveness in working with clients. She is very open to feedback and is well prepared. She is a pleasure to work with."*

School Counseling

- *"Qualities that I would use to describe [redacted] is that she is able to establish rapport with students well, she is a team player, and also proactive with her responsibilities. She is very articulate and can communicate effectively across a variety of spectrums. The professional potential for [redacted] is endless if she continues to maintain her positive attitude and remain a lifelong learner."*
- *"[redacted] has strong counseling and helping skills. He was quick to pick up on logistics in a high school setting. He has the ability to build strong rapport with students."*
- *"Student is progressing exceptionally well in counseling skills, working with students in the academic, personal/social, and career development domains; student is well organized, responsive to feedback, dependable, meets obligations, congenial, and professional."*

Rehabilitation Counseling

- *"Her strengths and skills lie in rapport building. Our consumers enjoy their encounters with her."*
- *"[redacted] is doing well in assessment, intake, and providing other services in rehabilitation. We anticipate that she will continue to grow in her skills and work with consumers as she gains more experiences."*
- *"[redacted] has demonstrated the ability to work through the difficulties of learning a case management system and has gained competence in her case noting. She has been a reliable intern who has independently completed many of the tasks that have been assigned to her."*

Additional reports on practicum and internship evaluations are located under section 5.b. (pg. 13).

2. OBSERVATIONS OF PROGRAM

a. COUNSELING CURRICULUM COMMITTEE/STEERING COMMITTEE

The following major topics were discussed during meetings among faculty:

- Consideration of transitions in the number of times that students can sit for the CPCE
    - Providing resources to students studying for the CPCE
- Proposals and processing of online transition of counseling programs
- The extended radius of practicum and internship sites from a 50-mile radius of the home campus to 100 miles
- RSI standard requirements in syllabi
- Modifications to program handbooks to clarify and meet all standards across the institution

b. STUDENTS

Students provide observations of the counseling programs throughout their matriculation. The following observations were reported by students during the 23-24 academic year:

- *"I found the most value in my practicum and internship experiences wherein I was able to apply knowledge from coursework to sessions with clients"*
- *"Opportunities such as Chi Sigma Iota help with professional development and connection with other students"*
- *"I've appreciated in-person classes that included mock counseling sessions and group projects"*
- *"This program has inspired me to learn more and pursue a school psychologist education"*

c. ADJUNCTS

There is no information reportable by adjuncts for the 23-24 academic year.

d. ADVISORY BOARD COMMITTEE

ADVISORY BOARD MEETINGS

Advisory board meetings are for 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 various 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	Da te	Agenda Items	Resulting Program Suggestions
Dothan	11/8/23	• Mission Statement • Program Objectives • Updates to program, faculty changes, and student enrollment • P/I site placements	None

Montgomery	11/8/23	• Mission Statement • Program Outcomes • Discussion of multi-disciplinary approaches to counseling • Consideration of other theories in practice	None
Phenix City	9/21/23	• Program overview • Mission Statement • Discussion of students practicing in a multicultural society in developing their professional counseling identity • Reviewed specialty area program requirements • Integration of Supervision Assist	None
Troy	11/8/23	• Reviewed program mission and outcomes • Recommendations made by members for more core counseling area content	None
Augusta	4/28/22	• Mission statement for program and specialty areas • Program overview • Suggested that student completing Internship CP 6660 begin filling out licensure applications • Recommended that a trauma seminar is offered during internship coursework	None
Pensacola	11/8/23	• Reviewed mission statement and program objectives • Concerns addressed about CPCE preparation, weekend course offerings, and interest in a CSI chapter • Recommendation for "suggestion box" regarding course offerings • Strengths identified include dedicated faculty and students, communication, and course content	None
Panama City	11/8/23	• Reviewed program mission statement, activities, objectives, and specialty areas	None
Tampa	11/8/23	• Reviewed of overall mission statement • Reviewed of program specific mission statement, intent, objectives, and purpose • Reviewed program content, requirements, and specialty • Discussed previous year's survey	Suggestion of faculty focusing on completing the plan of study with students Recommended that the Canvas Student

		results	Resource Center page with CPCE study information
Ft. Walton	11/8/23	• Reviewed program mission statement and evaluation • Discussed counseling specialty areas	None

3. KEY PERFORMANCE INDICATORS

a. FITNESS-TO-PRACTICE EVALUATIONS

See Section 6 (pg. 18).

b. COMMON ASSIGNMENTS & RUBRICS

To view common assignment data, see the Common Assessment Data Summary below.

c. REMEDIATION

Remediation data for professional dispositions was collected for the annual report. Remediation is a requirement for students demonstrating a deficit in the following professional dispositions: (1) follows ethical and legal considerations, (2) displays cultural competence, (3) open to new ideas, (4) aware of own impact on others, (5) responsive, adaptable, and cooperative, (6) receptive to and uses feedback, (7) responds to conflict appropriately, (8) accepts personal responsibility, (9) expresses feelings effectively and appropriately, and (10) dependable in meeting obligations. Out of all campus locations, only one remediation process was completed for student deficits in professional dispositions.

4. SURVEYS

a. EXIT SURVEY

Current students must complete the Exit Survey during the last semester of their program to report their plans on advancement in the counseling field, and professional goals regarding licensure and additional education. Students also indicate awards that they have received while in the program, professional memberships, publications, and other research-related activities, and their knowledge and application of the 8 core CACREP areas. Students are also prompted to provide additional feedback. Responses were on a Likert scale that had a range of *0 = Strongly Disagree* to *6 = Strongly Agree*. A total of 32 students completed the survey. Of the respondents, 97% indicated that they planned on becoming an LPC or LMHC. One respondent endorsed that they would obtain their CRC. The results are as follows:

Content Area	***M***
Preparation as a professional counselor to synthesize theoretical and empirical knowledge from academic disciplines into the practice of counseling.	4.31
Preparation as a professional counselor to implement the role of the counselor to meet the needs of diverse clients/students/consumers.	4.22
Preparation as a professional counselor to provide professional care in the diagnosis, assessment, and treatment of clients/students/consumers.	4.87
Preparation as a professional counselor to utilize critical thinking in the application of counseling skills that provide therapeutic interventions for individuals, groups, families, and communities.	5
Preparation as a professional counselor to evaluate research for the applicability of its finding to the practice of counseling.	4.4
Preparation as a professional counselor to utilize counseling skills to promote positive mental health with clients/students/consumers with the context of their environments.	5.12

Preparation as a professional counselor to accept responsibility and accountability for the effectiveness of the practice of counseling.	5.28
Preparation as a professional counselor to practice ethical and legal standards of professional counseling.	5.22
Preparation as a professional counselor to continue professional development for current developments and new therapeutic methods.	4.96
Student's overall experience with regard to Troy University counseling program provides excellent training for future counselors.	4.75

Students were given the option to provide additional feedback on the most and least valuable components of their experiences in the programs:

Most Valuable Experiences	Least Valuable Experiences
"The most valuable aspect of my counseling training at Troy University was gaining the foundational skills necessary to continue growing as an effective counselor."	*"I am greatly disappointed in the counseling program at the Tampa Campus at Troy University because I do not feel that I have had adequate support through the process. I have had to make it through all aspects of this program by myself. I am happy that I am finally finished after working on my degree since 2017."*
"My most valuable experiences have been everything I have learned to be the best counselor that I can become."	*"Least valuable is the research class."*
"The most useful was Facilitative Skills & Counseling (CP 6610) and Diagnosis & Treatment Planning (PSY 6670)."	*"Least valuable course I took was Career and Vocational Counseling."*
"Most valuable is that we will always need to learn more, learning is a wonderful thing, and that experience will continue to prepare us."	*"I feel the least valuable point of my counseling training was in the shock I felt with the author's comments in the textbook used for multicultural counseling/diverse populations."*
"The ability to give assessments and research methods of engaging with clients through games."	*"I prefer in person classes to online learning."*
"The most valuable courses I completed was Internship I & II."	
"One of the most valuable points of my counseling training at Troy University was the interaction with such excellent instructors!"	
"My most valuable times at Troy were in person classes. It was great to get to know future colleagues and do group projects and mock counseling sessions."	

Additional comments included:

- *"We had some good instructors. Again, it is ridiculous the number of hoops that need to be jumped through for a physically or psychological disabled student to attend here."*
- *"I enjoyed my journey!"*
- *"I've enjoyed my time in the program."*
- *"When I started this graduate program, I did have trouble with communication from the advisor I had assigned to me at the time. I do not feel that there was any communication for a plan of course work and this left me prolonging my graduation. This was attempted to be made right by the advisor I have now, but was not able to be fixed due to the way courses were laid out at the end of my program. This is really the only*

complaint I had about the program, that I was not informed in the start of my program what classes I would need to take in order to start practicum."

- *"Dr. [redacted] was very helpful with all my questions personally and about neuroscience. She helped me understand the deeper physiological aspects of mental health symptoms/disorders."*
- *"More hands-on classes are needed for the rehab degree; it is difficult to fully grasp the role of a rehab counselor when our classes are online and it's less friendly of an environment to toss thoughts/questions around. We also have got to do a better job at assisting students in finding placements for practicum and internship that actually teach you things. Many of my peers have struggled with this aspect of the program. As for the most valuable point of training, there is one name: Dr. [redacted]. She has carried the department and is always there to help find answers when no one else will even attempt it. I would not have made it through the program without her."*

b. GRADUATE ALUMNI SURVEY

The department has used information from alumni surveys to inform programmatic change. In Spring 2024, 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 took about 15 minutes to complete. It was emailed to 37 graduates. There were 6 completed responses received, which is a 16.2% response rate.

Results in brief (see full results for details):

The three highest rated areas were: (1) Counseling and Helping Relationships (83%), (2) Professional Counseling Orientation and Ethical Practice (83%), and (3) Research and Program Evaluation (83%).

Of the six respondents, only one reported low scores in the following areas: (1) Counseling Theories (17%) and Diagnosis and Treatment Planning (17%).

The graduates identified membership within the following counseling organizations: American Counseling Association, ACES, ACA, NBCC, and GSCA.

Overall, the graduates stated that the program well prepared them for the practice of professional counseling (83%). Specific feedback included:

- *"The academic portion was wonderful, and the professors were knowledgeable."*
- *"Professors prepared their students to make ethically sound decisions."*
- *"Instructors were passionate about the field."*
- *"Alumni could benefit from courses on marketing yourself as a professional."*
- *"Wish that employability and licensure programs after program completion were covered more."*

c. PROGRAM DEMOGRAPHICS SURVEY

Students complete a Program Demographics Survey during their first term/semester in the program. The survey collects information on the student's ethnicity, gender identity, and home campus. A total of 140 students completed the survey with 17.8% identifying as male (n = 25) and 82.2% identifying as female (n = 115). The majority of the students reported that they identified as White, Non-Hispanic (n = 75; 53.75%) and 36.42% identified as African American, Non-Hispanic (n = 75). Other students identified as Hispanic/Latino of Any Race (n = 8; 5.71%), Asian (n = 1; 0.71%),

American Indian or Alaskan Native (*n* = 2; 1.42%), or Two or More Races (*n* = 3; 2.14%). The campus locations of students completing the survey are as follows: 12 students from Augusta (8.57%), 33 students from Dothan (23.57%), 5 students from Fort Walton (3.57%), 17 students from Montgomery (12.14%), 8 students from Panama City (5.71%), 12 students from Pensacola (8.57%), 21 students from Phenix City (15%), 19 students from Tampa (13.57%), and 13 students from Troy (9.28%).

d. EMPLOYER SURVEY

In Spring 2024, the Troy University Employer Survey was emailed to employers of program graduates across all nine (9) locations. The email explained that the survey was sent to collect their views on the preparation and training of Troy University counseling students and that their responses would be utilized in making important decisions in preparing and training students in our programs.

The survey consisted of 17 questions and took about 7 minutes to complete. It was emailed to 16 employers. There were 3 completed responses received, which is an 18.75% response rate. Of the completed responses received, 75% were associated with Alabama campus locations and 25% from Florida locations.

Overall, the employers rated the program graduates as well prepared for the practice of professional counseling (93%), and 100% of the respondents indicated a willingness to hire program graduates. The following areas had the highest scores regarding employees from Troy University counseling programs: Social and Cultural Diversity (93%), Research and Program Evaluation (93%), and Professional Counseling Orientation and Ethical Practice (93%). Of the respondents, one respondent (33%) endorsed that potential employees could improve in theoretical knowledge. Additional specific feedback included:

- *"Employees are very well prepared to be counselors."*
- *"Employees could benefit from additional help with CRC prep."*
- *"For school counselors, experiences with graduation requirements and how to read a transcript would be helpful."*

5. EVALUATIONS

a. ADMISSIONS INTERVIEW & INDEX

Evaluations such as the ***Admission Interview and Index***, site and university ***supervisor*** evaluations of student practicum and internship experiences, and ***student evaluations*** of the practicum and internship site and site supervision are utilized as a method to assess program effectiveness. The **Admission Interview** includes individual and/or group interviews that are conducted by faculty to members to assess the following:

- Appropriateness of Academic History
- Work History
- Relationships in Individual and Group Contexts
- Vocational Goals and Objectives regarding relevance to the program
- Openness to Self-Examination
- Personal and Professional Self-Development

After the completion of admission interviews, an ***Admission Index*** Score is formulated by rating the applicant's responses during the admission interview and admission documents. Of the applicants, 1 (0.6%) scored below a 3.0, indicating that they were not offered admission. Those who were generally admitted with conditions and scored a 3.0-3.9 on the admissions index included 41 (28.5%). 102 (70.9%) were offered admission into the counseling program without conditions due to scoring between 4.0 and 5.0 on the admissions index. The Admissions Interview and Index produced the following scores for 2023-2024 admittance (*N* = 144):

ADMISSIONS INDEX PROGRAMS

Program	Applicants	%
Clinical Mental Health Counseling	123	85%
School Counseling	13	10%
Rehabilitation Counseling	8	5%

ADMISSIONS INDEX LOCATIONS

Location	Applicants	%
Augusta	15	10%
Dothan	38	26%
Fort Walton Beach	17	12%
Montgomery	15	10%
Panama City	15	10%
Phenix City	10	9%
Tampa	24	16%
Troy	10	7%

ADMISSIONS INDEX AREAS

Area	Unacceptable	Poor	Average	Above Average	Exceptional
Undergraduate GPA	0 (0%)	4 (3%)	73 (51%)	61 (43%)	4 (3%)
Interview Score	0 (0%)	0 (0%)	10 (7%)	95 (66%)	39 (73%)
Student's Disposition	0 (0%)	2 (1%)	15 (10%)	53 (37%)	74 (51%)
Writing Sample	0 (0%)	2 (2%)	34 (24%)	80 (55%)	28 (19%)
Letter of Intent	0 (0%)	1 (1%)	23 (16%)	76 (53%)	44 (30%)

b. SUPERVISOR EVALUATIONS

SITE SUPERVISOR PRACTICUM/INTERNSHIP EVALUATION OF THE STUDENT

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

CLINICAL MENTAL HEALTH COUNSELING

	Knowledge of opening skills	Group Process	Assessment	Diagnosis and Tx Planning	Crisis and suicide risk	Multicultural
No Evidence	0%	0%	0%	0%	0%	0%
Below Average	0%	0%	1%	1%	0%	0%
Average	6%	17%	21%	16%	15%	11%
Mastery	46%	42%	62%	51%	45%	49%
Exceptional	48%	41%	16%	32%	40%	40%

Specific Feedback:

- *"[redacted] demonstrated good clinical insight and judgement in reference to client diagnostics, client readiness for treatment, and worked within a multi-disciplinary team well. Ongoing training in different theoretical orientations to help [redacted] conclude which theoretical approach she feels most comfortable with would be helpful in the future."*
- *"Excellent rapport building skills. Able to build rapport quickly to establish trust and follows through with commitments. Shown tremendous acumen crisis de-escalation."*
- *"[redacted] is intuitive and has good instincts regarding her clients. She is consistent in seeing clients and very organized. She is unafraid to ask for supervision when she is unsure, which is recognized and appreciated as a great quality going forward as consultation is always beneficial."*
- *"Student would benefit from exploring the practice of theoretical techniques outside of CBT and Person-Centered therapy in order to develop a well-rounded skillset as a general practitioner."*
- *"[redacted] has exceptional ability to analyze an entire perspective on a situation and the ability to condense, synthesize, and compile the data to support the necessary course of action to resolve problems and improve outcomes."*
- *"Student has an outstanding knowledge of neurotransmitters and ability to use that knowledge effectively with clients. Student has good awareness of energy and emotions along with sound personal and professional boundaries."*
- *"[redacted] demonstrated professional competence and a willingness to go above and beyond what was expected of him in his role. He was open and receptive to feedback and implemented learned strategies accordingly. He will definitely be an asset to the mental health field."*
- *"Student demonstrates an exceptional ability to work with individuals from various backgrounds and populations. It is recommended that this student engage in further reflection to recognize areas for growth as she continues in the field."*

SCHOOL COUNSELING

	Knowledge of School Counseling Role	Ethical Decision -Making	Developmentally appropriate intakes	Effective Counseling Relationships	Uses data to plan/revise program	Classroom Mgt.
No Evidence	0%	0%	0%	0%	0%	0%
Below Average	0%	0%	1%	1%	0%	0%
Average	12%	9%	8%	9%	16%	17%
Mastery	41%	32%	46%	52%	42%	28%
Exceptional	47%	59%	46%	39%	42%	55%

Specific Feedback:

- *"[redacted] is a hard worker. She adapts to any environment. Her biggest strength is that she can quickly build relationships with students and teachers. She is a true champion for students. I'm enjoying learning from her as she is learning from me."*
- *"[redacted] empathizes with students. She needs to continue to evaluate when she should intervene in situations and roles. She has great potential and skills to become a School Counselor."*

- *"Through observation, her strengths are definitely in conducting small and large groups. She is an awesome facilitator and is able to manage time and content thoroughly."*
- *"I admire that [redacted] is always researching or asking others about different strategies to help with conflict resolution among students and others. She also helps with social/emotional lessons that can be utilized to improve student's overall performance."*
- *"Intern has ideas/plans related to group counseling and school-wide behavior systems to possibly implement in the next school year. She keeps student information confidential and responds appropriately to concerns that need to be reported. She follows up with students and takes an interest in their overall well-being."*
- *"[redacted] has initiative and genuinely wants to do what is best for the student and the school."*

REHABILITATION COUNSELING

	Forming Effective Relationships	Knowledge of history, philosophy, and legislation affecting rehab.	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 approp. rehab. plan	Skill in developing a treatment plan
No Evidence	0%	0%	0%	0%	0%	0%
Below Average	0%	0%	0%	0%	0%	0%
Average	21%	37%	28%	28%	31%	43%
Mastery	47%	49%	52%	53%	48%	40%
Exceptional	32%	14%	20%	19%	21%	17%

Specific Feedback:

- *"[redacted] is always professional, polite, and courteous. She is eager to learn and understand the Vocational Rehabilitation process. She has been an asset the Panama City location and look forward to her continued growth in her role."*
- *"[redacted] has excellent rapport building skills and has mastered our intake process."*
- *"[redacted] continue to demonstrate a desire to learn and perform in a place of excellence. It is great to see her become more confident in her skills and communication with clients and peers."*
- *"[redacted] has entered a very demanding practicum with many complex situations. She has shown great care and interest in providing competent services to the consumers she is working with."*
- *"[redacted] takes a strengths-based approach in working with clients. She holds out hope for the best outcome for clients."*

PROGRAM UNIQUE FEEDBACK

Counseling Specialty Area	Site Supervisor Feedback
Clinical Mental Health Counseling	• Students have several strengths including empathy towards clients, building rapport, providing feedback, and challenging clients. Students could benefit from addition resources • Students have incredible professional potential and personal motivation, which aid in their development of a natural style as a CMHC
School Counseling	• Students have strengths such as building and maintaining rapport with their students, faculty, parents, and stakeholders. They are also proficient in basic and advanced counseling skills, knowledgeable in legal and ethical standards and practices, and have a strong sense of professional identity • Students are organized, great communicators, and ability to apply knowledge in the school setting
Rehabilitation Counseling	• Students are strong problem solvers with appropriate attitudes and competent approaches (e.g., respect for all individuals, needs of people with disabilities, and accommodations), which we strive for in the development of rehabilitation counselors • Students are able to multitask, which is a necessary skill in caseload management, especially with the transition from student to rehabilitation counselor

c. STUDENT EVALUATIONS OF SITE AND SITE SUPERVISION

STUDENT PRACTICUM/INTERNSHIP EVALUATION OF SITE

Student evaluation results of the practicum/internship site are briefly reviewed below.

CLINICAL MENTAL HEALTH COUNSELING

	No Evidence	Below Average	Average	Mastery	Exceptional
Quality and usefulness of site supervision	0%	0%	8%	15%	77%
Usefulness and helpfulness of faculty liaison	0%	0%	6%	20%	74%
Administration and interpretation of assessments	0%	0%	10%	23%	67%
Individual counseling	0%	0%	6%	18%	76%
Group counseling	0%	0%	11%	21%	68%
Exposure to professional roles and functions within the agency	0%	0%	6%	21%	73%
Psychoeducational activities	0%	0%	8%	21%	71%

SCHOOL COUNSELING

	No Evidence	Below Average	Average	Mastery	Exceptional
Quality and usefulness of site supervision	0%	0%	2%	16%	82%
Usefulness and helpfulness of faculty liaison	0%	0%	2%	19%	79%
Administration and interpretation of assessments	0%	2%	8%	26%	64%
Individual counseling	0%	0%	0%	11%	89%
Group counseling	0%	2%	2%	21%	75%
Exposure to professional roles and functions within the agency	0%	2%	0%	20%	78%
Psychoeducational activities	0%	2%	2%	18%	78%

REHABILITATION COUNSELING

	No Evidence	Below Average	Average	Mastery	Exceptional
Quality and usefulness of site supervision	0%	0%	12%	14%	74%
Usefulness and helpfulness of faculty liaison	0%	0%	9%	9%	82%
Administration and interpretation of assessments	0%	2%	12%	27%	59%
Individual Counseling	0%	0%	11%	30%	59%
Group Counseling	0%	4%	12%	22%	62%
Exposure to profess. Roles and functions within the agency	0%	0%	12%	12%	76%
Psychoeducational activities	0%	0%	6%	19%	75%

STUDENT PRACTICUM/INTERNSHIP EVALUATION OF SITE SUPERVISION

Student evaluation results of the supervision provided by practicum/internship site supervisors are briefly reviewed below.

CLINICAL MENTAL HEALTH COUNSELING

	No Evidence	Below Average	Average	Mastery	Exceptional
Helps student identify strengths and challenges in 8 core counseling areas	0%	0%	3%	27%	70%
Helps student identify, evaluate, and gain mastery of basic counseling skills	0%	0%	2%	23%	75%
Requires student to adhere to ethical and legal standards	0%	0%	1%	20%	79%

Assists student in identifying and utilizing multicultural competencies	0%	0%	5%	27%	68%
Helps student identify and apply prevention, education, and advocacy to promote mental health	0%	0%	4%	26%	70%
Overall Score of Site Supervision	0%	0%	3%	22%	75%

Specific Feedback:

- *"[redacted] is very knowledgeable and provides helpful direction for my work with clients (of a wide variety of diagnoses). She is incredibly encouraging, and I value her wisdom and direction."*
- *"As I move forward as an intern at the facility, I am gaining more responsibility in running group therapies and picking up individual clients. My time has been spent learning about the computer program that keeps up with patients in the facility, observing various therapists in group and individual sessions, implements BPSA's and other paperwork/assessments, and co-facilitating within groups and individual sessions."*
- *"Site supervisor is hands on and endeavors to ensure students have a full knowledge of mental health counseling practices and the importance of why we do the work we do to ensure our clients are receiving the best services possible in alignment with local, state, and national standards. She is practical, passionate, and purposeful in the business she leads. This experience has helped solidify my career choice of CMHC."*

SCHOOL COUNSELING

	No Evidence	**Below Average**	**Average**	**Mastery**	**Exceptional**
Helps student identify strengths and challenges in 8 core counseling areas	0%	2%	2%	16%	80%
Helps student identify, evaluate, and gain mastery of basic counseling skills	0%	0%	2%	26%	72%
Requires student to adhere to ethical and legal standards	0%	0%	0%	18%	82%
Assists student in identifying and utilizing multicultural competencies	0%	0%	6%	19%	75%
Helps student identify and apply prevention, education, and advocacy to promote mental health	0%	0%	0%	18%	82%
Overall Score of Site Supervision	0%	0%	2%	10%	88%

Specific Feedback:

- *"[redacted] has been helpful and insightful with school procedures, scheduling, and incorporating parenting into the school counseling process."*
- *"My site supervisor was very organized and resourceful. She provided a clear explanation of the site's policies and procedures. She was very skilled at executing her administrative and educational tasks. She modeled efficiently and competent school counseling skills. She provided me with opportunities to explore in the classroom and work with other school counselors to give me a diverse perspective and understanding the different roles and responsibilities of school counselors. I would suggest that site supervisors allow interns to be more engaged, involved in class scheduling, and other administration tasks."*
- *"Site supervisor is very helpful. She gives direct instructions to when explaining policies and procedures for grading/scheduling in PowerSchool for Secondary grade level requirements."*

REHABILITATION COUNSELING

	No Evidence	Below Average	Average	Mastery	Exceptional
Helps student identify strengths and challenges in 8 core counseling areas	1%	1%	4%	21%	73%
Helps student identify, evaluate, and gain mastery of basic counseling skills	1%	0%	4%	24%	71%
Requires student to adhere to ethical and legal standards	1%	0%	3%	12%	84%
Assists student in identifying and utilizing multicultural competencies	1%	1%	3%	20%	75%
Helps student identify and apply prevention, education, and advocacy to promote mental health	1%	0%	6%	17%	76%
Overall Score of Site Supervision	0%	0%	2%	20%	78%

Specific Feedback:

- *"[redacted] always sought to incorporate counseling-related domains into our individual supervision meetings and educational activities. [redacted] also ensured that I had plenty of opportunities to work with consumers on career exploration, job searches, resume building, and SMART goals to become familiar with some of the duties expected of a vocational rehabilitation counselor."*
- *"[redacted] is an excellent mentor, very professional, and caring for all of her clients. She trained me on several processes to ensure that I know what to expect from working with the school system to meet each client's needs."*
- *"[redacted] took the time to speak to me one-on-one and was open to all questions. Despite her hectic schedule, she provided opportunities to meet and present any necessary guidance. She provided expert advice on clinical issues, client-centered treatment, and handling difficult behavioral situations in the inpatient setting. Clients and staff both appreciate her depth of knowledge and experience as well on hands on style of management, while maintaining a professional level of trust with the staff and empathy with the clients."*

6. PROFESSIONAL DISPOSITIONS

a. FITNESS-TO-PRACTICE EVALUATIONS

To measure professional dispositions, faculty assess student's professional attitudes during the ***beginning*** *(CP 6600l Professional Orientation and Ethical Practice)*, ***midpoint*** *(CP 6642 Group Dynamics and Counseling)*, and ***final*** *(CP 6660, CP 6658, and CP 6671; Mental Health Internship II, School Internship II, and Rehabilitation Internship II) courses in the program.* ***These*** assessment periods serve as transitional points in the program. Students then discuss their self-evaluation with their advisor. Following these steps, the student's advisor also reports on the student's professional and personal dispositions.

i. BEGINNING (*n* = 52)

Competency	*m*
Demonstrates knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and	**47**

accreditation standards, as well as applications of ethical and legal considerations in counseling profession.	
Demonstrates knowledge of multicultural counseling competencies and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	**39**
Critically analyzes the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	**45**
Demonstrates knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	**47**
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling process, such as developing a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	**48**
Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	**39**
Demonstrates knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling and administer assessments relevant to academic/educational, career, personal, and/or social development.	**40**
Understands the importance of research in advancing the counseling profession, as well as demonstrates knowledge of designs used in research.	**46**
Follows ethical and legal considerations.	**89**
Displays multicultural competence.	**89**
Open to new ideas	**88**
Aware of own impact on others	**88**
Responsive, adaptable, and cooperative	**84**
Receptive to and uses feedback	**92**
Responds to conflict appropriately	**83**
Accepts personal responsibility	**82**
Expresses feelings effectively and appropriately	**88**
Dependable in meeting obligations	**-**

Note. *Average scores on the first evaluation should be considered in the context that student's ratings for certain competencies are based on the lack of completion of the affiliated course.*

ii. MIDPOINT (*n* = 52)

Competency	***m***
Demonstrates knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in counseling profession.	**76**
Demonstrates knowledge of multicultural counseling competencies and	**77**

strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	
Critically analyzes the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	**75**
Demonstrates knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	**74**
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling process, such as developing a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	**79**
Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	**76**
Demonstrates knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling and administer assessments relevant to academic/educational, career, personal, and/or social development.	**75**
Understands the importance of research in advancing the counseling profession, as well as demonstrates knowledge of designs used in research.	**78**
Follows ethical and legal considerations.	**91**
Displays multicultural competence.	**91**
Open to new ideas	**92**
Aware of own impact on others	**91**
Responsive, adaptable, and cooperative	**88**
Receptive to and uses feedback	**92**
Responds to conflict appropriately	**92**
Accepts personal responsibility	**92**
Expresses feelings effectively and appropriately	**91**
Dependable in meeting obligations	**100**

iii. FINAL (*n* = 62)

Competency	***m***
Demonstrates knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in counseling profession.	**85**
Demonstrates knowledge of multicultural counseling competencies and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	**86**
Critically analyzes the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	**86**

Demonstrates knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	**86**
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling process, such as developing a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	**88**
Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	**84**
Demonstrates knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling and administer assessments relevant to academic/educational, career, personal, and/or social development.	**85**
Understands the importance of research in advancing the counseling profession, as well as demonstrates knowledge of designs used in research.	**86**
Follows ethical and legal considerations.	**95**
Displays multicultural competence.	**95**
Open to new ideas	**95**
Aware of own impact on others	**94**
Responsive, adaptable, and cooperative	**91**
Receptive to and uses feedback	**95**
Responds to conflict appropriately	**93**
Accepts personal responsibility	**93**
Expresses feelings effectively and appropriately	**94**
Dependable in meeting obligations	**96**

7. COMPREHENSIVE EXAMINATIONS

a. COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION CPCE AGGREGATION DATA- 2023-2024 ACADEMIC YEAR

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

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

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

- Gives students comparative strength/weakness feedback.

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

TROY UNIVERSITY COUNSELING PROGRAM CPCE DATA

AUGUSTA CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	3	11	7.71	2.34
Social and Cultural Diversity	3	12	7.67	2.28
Human Growth and Development	3	14	9.24	2.94
Career Development	3	11	7.86	2.28
Counseling and Helping Relationships	4	11	6.86	1.85
Group Counseling and Group Work	2	12	8.14	2.74
Assessment and Testing	3	11	7.33	2.08
Research and Program Evaluation	2	14	7.57	3.04
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	38	87	62.38	13.26
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	25	6	19	24%

DOTHAN CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	6	15	10.15	2.71
Social and Cultural Diversity	5	15	9.15	2.36
Human Growth and Development	0	16	10.15	3.45
Career Development	0	13	9.59	2.43
Counseling and Helping Relationships	3	14	8.85	2.81
Group Counseling and Group Work	1	16	10.11	2.92
Assessment and Testing	1	14	7.85	2.67
Research and Program Evaluation	5	15	9.41	2.66
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	43	111	75.26	14.62
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	30	11	19	36.67%

FT. WALTON CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	7	15	10.83	2.497
Social and Cultural Diversity	6	13	10.08	2.132
Human Growth and Development	8	11	9.42	2.610
Career Development	6	14	9.67	2.167
Counseling and Helping Relationships	7	16	10.92	2.706
Group Counseling and Group Work	7	14	9.50	2.870
Assessment and Testing	7	12	9.42	2.457
Research and Program Evaluation	6	15	11.25	2.509
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	60	98	81.08	11.88
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	12	5	7	41.6%

MONTGOMERY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	6	16	10.33	2.72
Social and Cultural Diversity	3	13	8.19	3.06
Human Growth and Development	5	14	9.29	3.10
Career Development	5	15	8.81	2.44
Counseling and Helping Relationships	5	12	8.57	2.33
Group Counseling and Group Work	5	13	9.00	2.62
Assessment and Testing	3	12	8.29	2.07
Research and Program Evaluation	4	14	9.62	2.37
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	43	95	72.09	12.86
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	21	5	16	23.8%

PANAMA CITY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	5	14	10.67	2.58
Social and Cultural Diversity	5	13	8.87	2.06

Human Growth and Development	7	14	10.33	2.12
Career Development	5	14	10.20	2.78
Counseling and Helping Relationships	5	13	9.87	2.38
Group Counseling and Group Work	5	15	11.07	2.18
Assessment and Testing	2	12	9.07	2.31
Research and Program Evaluation	7	16	10.73	2.43
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	50	99	80.80	12.65
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	15	8	7	53.3%

PENSACOLA CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	6	14	10.04	2.11
Social and Cultural Diversity	4	14	8.71	2.35
Human Growth and Development	4	15	10.08	2.53
Career Development	5	13	8.88	2.36
Counseling and Helping Relationships	4	13	8.83	2.61
Group Counseling and Group Work	6	13	9.92	2.08
Assessment and Testing	3	13	8.79	2.53
Research and Program Evaluation	3	15	9.13	2.85
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	56	97	74.38	12.65
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	25	10	15	40%

PHENIX CITY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	2	14	8.90	3.51
Social and Cultural Diversity	2	14	8.05	3.36
Human Growth and Development	2	14	7.80	2.96
Career Development	2	14	8.05	3.15
Counseling and Helping Relationships	4	11	7.90	2.19
Group Counseling and Group Work	5	13	8.75	2.67
Assessment and Testing	5	11	7.95	1.76
Research and Program Evaluation	2	14	8.45	3.01
Overall	**MIN**	**MAX**	**M**	**SD**

Total Scores	40	91	65.85	14.52
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	26	7	19	27%

TAMPA CAMPUS

Subscale Sections	**MIN**	**MAX**	**M**	**SD**
Professional Counseling Orientation and Ethical Practice	5	16	10.76	3.05
Social and Cultural Diversity	5	14	9.67	2.67
Human Growth and Development	7	14	10.05	2.08
Career Development	7	14	10.38	1.96
Counseling and Helping Relationships	5	16	9.43	3.02
Group Counseling and Group Work	6	15	10.81	2.52
Assessment and Testing	5	15	10.24	2.27
Research and Program Evaluation	7	15	10.38	2.44
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	55	110	81.71	13.70
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	21	13	8	62%

TROY CAMPUS

Subscale Sections	**MIN**	**MAX**	**M**	**SD**
Professional Counseling Orientation and Ethical Practice	9	14	10.93	1.33
Social and Cultural Diversity	7	12	9.43	1.55
Human Growth and Development	8	14	11.00	1.92
Career Development	7	13	9.80	1.67
Counseling and Helping Relationships	6	12	9.43	2.17
Group Counseling and Group Work	7	13	9.93	2.30
Assessment and Testing	6	14	9.07	2.16
Research and Program Evaluation	6	13	10.07	2.50
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	67	99	79.64	9.59
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	23	11	12	47.83%

ALL CAMPUSES

Subscale Sections	**MIN**	**MAX**	**M**	**SD**

Professional Counseling Orientation and Ethical Practice	2	16	9.95	2.76
Social and Cultural Diversity	2	15	8.79	2.55
Human Growth and Development	0	16	9.68	2.75
Career Development	0	15	9.18	2.51
Counseling and Helping Relationships	3	16	8.81	2.63
Group Counseling and Group Work	1	16	9.67	2.66
Assessment and Testing	1	15	8.58	2.34
Research and Program Evaluation	2	16	9.47	2.84
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	38	111	73.85	14.69
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	198	76	122	38.38%

a. PRAXIS II PROFESSIONAL SCHOOL COUNSELOR EXAMINATION

The PRAXIS II Professional School Counselor Examination measures school counseling standards including knowledge, skills, and abilities, which are believed to be necessary for competent professional practice. The exam consists of 120 selected response questions that evaluates the following content categories: define (25%), deliver (40%), manage (20%), and assess (15%). School counseling students must take and pass the Praxis II to graduate from the program. The passing score for the State of Alabama for the exam for 2023-2024 was 159.

ALL CAMPUSES

Test Category	**MIN**	**MAX**	**M**	**SD**
Define	11	22	15.5	4.03
Deliver	20	27	22.83	3.06
Manage	3	14	10.33	4.58
Assess	8	12	9.83	1.60
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	142	170	157.33	13.20
PRAXIS II Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	6	4	2	66.66%

2023-2024 FACULTY PROGRAM DATA REVIEW & SUGGESTED MODIFICATIONS

AUGUSTA CAMPUS

Key Performance Indicator (KPIs)	Strengths based on Data Analysis	Suggestions
KPI #1: Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Counselor roles and responsibilities, credentialing and licensing	Increase focus on Code of Ethics through more assignments Increase student's knowledge about ways to be more involvement in ethics
KPI #2: Understand the importance of research in advancing the counseling profession, as well as demonstrate knowledge of designs used in research.	APA Literature reviews	Practice more evaluating peer reviewed articles and developing the methodology sections of research papers.
KPI #3: Demonstrate knowledge of multicultural counseling competencies, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Application of the multicultural competencies Application of theories and ethics	Refer student to library for workshops
KPI #4 **CMHC:** Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Utilization of treatment plans and ethical codes	Assign more role-plays to be recorded in supervision assist
KPI #7: Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes such as development of a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.		CP 6649: Increase hands-on theoretical application Additional practice with role-plays to assess suicide risk
KPI #9: Demonstrate knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling, and administer assessments relevant to academic/educational, career, personal, and/or social development.		Both PSY 6645 & PSY 6635: Increase practicing suicide risk assessment
Focus Areas		Suicide & Risk Assessment Application of Theories Methodology of research papers and application of APA

DOTHAN CAMPUS

Key Performance Indicator (KPIs)	Strengths based on Data Analysis	Suggested Modifications/Improvements
KPI #1: Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Improvement between quizzes and CPCE scores Majority of students scored high	It seems that the same students' scores poorly, it is suggested that there is more focus by the instructor on supporting students that recurringly score poorly
KPI #2: Understand the importance of research in advancing the counseling profession, as well as demonstrate knowledge of designs used in research.	Most students had exceptional scores on the assignments	There are no suggestions for this area
KPI #3: Demonstrate knowledge of multicultural counseling competencies, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.		Consider other case studies to provide further experiences and increase conceptualization skills
KPI #4 **CMHC:** Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	The majority of students scored exceptional on the comprehensive case study All students scored exceptional on the recording and transcription requirements	Improve student's application of theories regarding client conceptualization There are inconsistencies in CPCE scores the course grades for these assignments (i.e., counseling and helping skills is one of Dothan's lowest CPCE scores)
KPI #5: Critically analyze the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	The majority of students scored exceptionally on these assignments	Students demonstrated deficits in conceptualization, knowledge of resources, and impact of technology Instructors should provide students with resources Instructors may have students use examples to engage in case conceptualizations to present in class
KPI #6: Demonstrate knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	The majority of students scored high on the Clinical Evaluation Report	A deficit was demonstrated on student's setting short- and long-term career goals Instructors should consider practicing goal setting in class with students
KPI #7: Demonstration and evaluation of counselor characteristics and	The majority of students scored high on the assignments	There were inconsistencies in grades the CPCE scores for this area

behaviors that influence the counseling processes such as development of a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.		Instructors should consider reviewing helping skills in practicum and internships when students are preparing for the CPCE
KPI #8: Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	Students demonstrated an exceptional understanding of group leadership Group work is one of the high scores for the CPCE for this campus	Students had low scores on eliciting feedback from groups Instructors may provide examples to students of how to collect feedback and ask students to role-play this component Students also struggled with APA formatting
KPI #9: Demonstrate knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling, and administer assessments relevant to academic/educational, career, personal, and/or social development.	Students had exceptional scores on the Clinical Evaluation Report	Students scored lowest on the evaluation and assessment areas of the CPCE CPCE study groups promoted by CSI could focus on evaluation and assessment
Focus Areas		Review counseling helping skills more frequently with students across courses Evaluation and Assessment scores need to be improved Improve student's ability to conceptualize clients while considering theoretical orientations

FORT WALTON BEACH CAMPUS

Key Performance Indicator (KPIs)	**Strengths based on Data Analysis**	**Suggested Modifications/Improvements**
KPI #1: Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Instructors do well introducing and relating curriculum based on scores from quizzes	More focus on current issues in counseling based on Quiz 1 scores
KPI #2: Understand the importance of research in advancing the counseling profession, as well as demonstrate knowledge of designs used in research.	CPCE scores on the research subsection tend to trend as the FWB highest area	Instructors to ensure data is inputted into Livetext
KPI #3: Demonstrate knowledge of multicultural counseling competencies, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Increase knowledge as evidenced by CPCE scores over previous years	Broad application of multicultural models to diverse populations

KPI #4 **CMHC:** Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Instructor's ability to provide substantial resources and information as evidenced by CPCE scores	Continue to provide a wide range of resources and information to students
KPI #5: Critically analyze the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	Application of human growth and development	Increasing understanding of differing abilities and strategies
KPI #6: Demonstrate knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	Understanding work-life balance Culturally relevant strategies Career assessment	Knowledge of labor market resources
KPI #7: Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes such as development of a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	Assessment to diagnose	Knowledge of procedures for assessing suicide and homicide intent
KPI #8: Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	Students participating in group experience	Increasing and facilitating group processes
KPI #9: Demonstrate knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling, and administer assessments relevant to academic/educational, career, personal, and/or social development.	Understanding of theoretical models of counseling	Increasing student's ability to assess for SI/SH/HI
Focus Areas		Assessment Human Growth Group Work

MONTGOMERY CAMPUS

Key Performance Indicator (KPIs)	Strengths based on Data Analysis	Suggested Modifications/Improvements
KPI #1: Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Majority of the students scored in the 90-100% range, scoring higher than above average on the quizzes	Provide additional instruction on the process of completing quizzes before quiz one
KPI #2: Understand the importance of research in advancing the counseling profession, as well as demonstrate knowledge of designs used in research.	All students scored 70% or above	If the instructor is not familiar with one type of research, they should consider including a guest speaker to talk about quantitative or qualitative research
KPI #3: Demonstrate knowledge of multicultural counseling competencies, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Only one student did not do well on APA formatting	Provide an overview of APA formatting and further discuss approaches that may not be helpful for certain populations
KPI #4 **CMHC:** Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling. **Rehabilitation:** Students who are preparing to specialize as Rehabilitation Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of varied issues within the rehabilitation counseling context.	Students consistently submitted assignments	Student could be assisted in "demonstrating" measurable goals – by sharing expectations or an example recording Review APA formatting with students Students seem to struggle with theories and models in the transcription Conduct mock sessions so that students could observe Have students submit practice sessions to other students for review CPCE scores need to improve in this area, consider using practice tests and starting study groups with students CPCE scores in Montgomery are below the overall scores for other campuses
KPI #5: Critically analyze the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	Majority of student did well on the assignments	Consider adding a CPCE prep course or passing practice tests before registering for the exam
KPI #6: Demonstrate knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client	Students scored average or above on the Clinical Evaluation assignment	Review APA formatting – make sure students have copies of the manual and model in addition to understanding how to use them

skill development for career, educational, and life-work planning, and management.		
KPI #7: Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes such as development of a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	Students consistently submitted assignments	Students struggling with the application of goals and knowledge of theory – instructors could incorporate more of blooms taxonomy into course activities to have students engaging in critical thinking throughout the course Conduct mock sessions to help students demonstrate the application of skills Further support in APA formatting
KPI #8: Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	Students scored 80% or above on assignments	Types of groups and knowledge of theories needs to be reviewed for students – including a discussion board wherein students define and identify various group types
KPI #9: Demonstrate knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling, and administer assessments relevant to academic/educational, career, personal, and/or social development.	Students consistently submitted the assignments	Conduct an APA formatting workshop CPCE study groups should be facilitated to encourage preparation
Focus Areas		CPCE preparation APA guidance Incorporating activities that foster Bloom's taxonomy to address the "application" and "demonstration" of assignments as well as modeling for the students

PANAMA CITY CAMPUS

Key Performance Indicator (KPIs)	**Strengths based on Data Analysis**	**Suggested Modifications/Improvements**
KPI #1: Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Understanding counselor roles, community outreach, and history Scores on Quizzes #1 & #4	Improve scores on Quiz #3 More information on the impact of technology on counselors
KPI #2: Understand the importance of research in advancing the counseling profession, as well as demonstrate	Creating problem statements and developing the literature review in research papers	Improve APA formatting and grammar Connect students with the writing lab

knowledge of designs used in research.		and Grammarly Have students identify research articles to dissect and improve the methodology section
KPI #3: Demonstrate knowledge of multicultural counseling competencies, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Understanding cultural needs of clients Conceptualizing the differences between cultures	Improve scores on research papers and APA
KPI #4 **CMHC:** Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Identifying needs for technology to use with clients and how to implement these methods ethically Identifying basic facilitation skills and use effectiveness	More emphasis on theory application with skills Recommended that student role-play at least 2 different theoretical skills
KPI #5: Critically analyze the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	Understood psychosocial development Understood interventions that could be applied to understanding family development	Improve APA and grammar Applying resiliency in childhood = students could think of a client as an example to apply resiliency concepts to
KPI #6: Demonstrate knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	Understood short term and long-term goals Understood ethical and cultural strategies	Improve understanding of career and labor market information Students could use O*Net to research different careers
KPI #7: Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes such as development of a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	Students were knowledgeable about psychological first aid and technology-assisted relationships	Instructors should emphasize treatment planning goals from the client's perspective
KPI #8: Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	Application of skills in group therapy	Increase emphasis on eliciting group feedback Provide students with a list of skills to rate themselves on including group leadership styles
KPI #9: Demonstrate knowledge of the historical perspectives concerning the nature and meaning of assessment and	Professionalism in report	Improve APA formatting and grammar

testing in counseling, and administer assessments relevant to academic/educational, career, personal, and/or social development.		
Focus Areas		APA & Grammar Theory Application Impact of technology on the field of counseling

PENSACOLA CAMPUS

Key Performance Indicator (KPIs)	**Strengths based on Data Analysis**	**Suggested Modifications/Improvements**
KPI #1: Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Majority of exceptional scores	Identify strategies that prepare students to successfully pass the LMHC FL test and CPCE Consider providing multiple choice tests for practice
KPI #2: Understand the importance of research in advancing the counseling profession, as well as demonstrate knowledge of designs used in research.	Students are able to apply feedback on the research proposal prior to final submission	Continue to provide students with individualized feedback
KPI #3: Demonstrate knowledge of multicultural counseling competencies, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Utilization of scaffolding students to understand conceptualization skills	
KPI #4 **CMHC:** Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Continued progress between recordings	Continue to measure progression, consider developing rubrics to provide feedback directly on recordings
KPI #5: Critically analyze the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.		Reported deficiencies in core areas, increase understanding and reflection of career information
KPI #9: Demonstrate knowledge of the historical perspectives concerning the		Lacking application and understanding in Clinical Evaluation Report and

nature and meaning of assessment and testing in counseling, and administer assessments relevant to academic/educational, career, personal, and/or social development.		Career Theory Application paper
Focus Areas		Improve internship experiences Develop test prep for vocational psychology Improve understanding of cultural and diversity, and human development

PHENIX CITY CAMPUS

Key Performance Indicator (KPIs)	**Strengths based on Data Analysis**	**Suggested Modifications/Improvements**
KPI #1: Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Phenix City scores are within one standard deviation of the mean Students are knowledgeable of professional counseling organizations in addition to certification and licensure	The overall quiz scores need to be improved along with the CPCE scores in this area Instructors should focus on knowledge in roles and responsibilities as well as ethical standards – which might be integrated into assignments
KPI #2: Understand the importance of research in advancing the counseling profession, as well as demonstrate knowledge of designs used in research.	Overall, scores in these areas are average or better than all campus data trends	Instructors could provide study material for the CPCE area related to research Students need to improve on drafting the methodology section of research papers, which should be of more focus in lectures
KPI #3: Demonstrate knowledge of multicultural counseling competencies, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Site supervisor evaluations are consistent with averages across all campuses Rehabilitation counseling scores high CPCE scores are consistent with all campus trends	Instructors could increase focus on case study, work through the case study in class, and improve understanding
KPI #4 **CMHC:** Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling. **Rehabilitation:** Students who are preparing to specialize as Rehabilitation Counselors will demonstrate multicultural competency	Recordings are at a mastery level or above for CMHC students CPCE scores were within one standard deviation of all campus means Rehabilitation counseling areas were consistent with all campuses	The subjective nature of the case study and assessment of this assignment could result in inconsistencies in scoring when comparing location scores to all campuses. The online standardization may improve this process There should be an overall improvement between recordings

as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of varied issues within the rehabilitation counseling context.		
KPI #5: Critically analyze the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	Location scores are consistent with all campus trends	Information does not seem to carry over between assignments and CPCE scores
KPI #6: Demonstrate knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	Location scores are consistent with all campus trends	Differentiation between assignments cores and CPCE scores
KPI #7: Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes such as development of a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	Recordings were at a mastery level or above Theoretical paper is above all campus trend line	There should be improvement between recordings – introduction of skill setter may assist with these deficits
KPI #8: Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	Majority of students scored at mastery level, above all campus trend lines	Information isn't replicated between assignments and CPCE scores
KPI #9: Demonstrate knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling, and administer assessments relevant to academic/educational, career, personal, and/or social development.	Assignments scores above all campus trend line	Information isn't replicated between assignments and CPCE scores
Focus Areas		Improve applying knowledge from coursework to CPCE Improve feedback, practice, and application of feedback within recordings throughout CP 6610 Focus on student's development in the research class, specifically the research methodology sections

TAMPA

Key Performance Indicator (KPIs)	Strengths based on Data Analysis	Suggested Modifications/Improvements
KPI #1: Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Majority of students achieved above average scores across all five quizzes, and they improved scores as the term progressed	None
KPI #2: Understand the importance of research in advancing the counseling profession, as well as demonstrate knowledge of designs used in research.		Collaborate with admin to obtain full data sets on Livetext for assignments related to this course
KPI #3: Demonstrate knowledge of multicultural counseling competencies, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Site supervisor evaluations were scored higher than overall campus scores	Increase diversity and multiculturalism across all courses
KPI #4 **CMHC:** Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Case students and treatment plans were below average in evaluations Transcriptions showed that theories and model knowledge need improvement	Make sure CP 6649 covers theories and techniques adequately Emphasize case conceptualization in PSY 6670 and treatment plans, and diagnosis in PSY 6669

TROY

Key Performance Indicator (KPIs)	Strengths based on Data Analysis	Suggested Modifications/Improvements
KPI #1: Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Students were able to demonstrate basic knowledge in quizzes	Record mini lectures from different specialty areas of counseling
KPI #2: Understand the importance of research in advancing the counseling profession, as well as demonstrate knowledge of designs used in research.	Statement of the research problem and methodology	Improve ethical and cultural components of research paper Assist students in considering how the research study is designed, add a quiz to assist in the development of research proposal

		Consider potential application of research or integrating practice
KPI #3: Demonstrate knowledge of multicultural counseling competencies, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Good scores on assignments	Consider other options for the case study since it is posted online
KPI #4 **CMHC:** Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling. **Rehabilitation:** Students who are preparing to specialize as Rehabilitation Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of varied issues within the rehabilitation counseling context.	Mastery of development the treatment plan and goals Students received mastery level on assignments	Increase and expand on early education Low CPCE scores, find opportunities to improve CPCE scores
KPI #5: Critically analyze the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	Overall, very few students fell below average on the assignments	Improve CPCE scores for this area
KPI #6: Demonstrate knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	Only two students received below average on the Career Theory Application Paper and the Clinical Evaluation Report	Improve CPCE scores
KPI #7: Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes such as development of a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	High assignment scores	Have students conduct recordings on going through crisis plans with clients
KPI #8: Demonstration and evaluation	High assignments scores besides the	Improve assignments grades on the

of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	Reaction Paper	Reaction Paper by lecturing further on developmental theoretical models of group therapy
KPI #9: Demonstrate knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling, and administer assessments relevant to academic/educational, career, personal, and/or social development.	Overall, good assignment scores	Improve low CPCE scores
Focus Areas		CPCE prep (in courses) and providing other resources Restructuring assignments to ensure mastery Improve grades in research courses

SPECIALTY AREA: CLINICAL MENTAL HEALTH COUNSELING

Key Performance Indicator (KPIs)	**Strengths based on Data Analysis**	**Suggested Modifications/Improvements**
KPI #4 **CMHC:** Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Recording grades achieved mastery level or above for the CMHC assessment area Mastery levels are common throughout the CP 6660 and CP 6610 courses	There should be an overall improvement from recording to recording, with substantial improvement by the third recording. Instructors should focus on this progress throughout the course and provide feedback, overview, and classroom focus. The CPCE scores related to CP 6610 are low – this is being addressed by allowing students to attempt the CPCE on multiple occasions. Another suggestion is that CMHC could improve through CSI (i.e., possible study groups, guides, etc. may be helpful in increasing CPCE scores
Focus Areas		Focus on improving CPCE scores CSI to provide a study group to increase CPCE scores

SPECIALTY AREA: SCHOOL COUNSELING

Key Performance Indicator (KPIs)	**Strengths based on Data Analysis**	**Suggested Modifications/Improvements**
KPI #4	100% pass rate on PRAXIS	Ensuring instructors submit grades into

School Counseling: Student demonstrates the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.		Livetext

SPECIALTY AREA: REHABILITATION COUNSELING

Key Performance Indicator (KPIs)	Strengths based on Data Analysis	Suggested Modifications/Improvements
KPI #4 **Rehabilitation:** Students who are preparing to specialize as Rehabilitation Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of varied issues within the rehabilitation counseling context.	Students demonstrate increased understanding in the following areas: Advocacy & empowerment Referral & consultation Plans for rehabilitation	Students score lowest in understanding and using theory and model related to rehabilitation counseling
Focus Areas		Increase understanding of applying models and theories of rehabilitation counseling

The following specific feedback and considerations were discussed among all core faculty during convocation:

- *Focus on current issues in lectures and provide more direction on quizzes (CP 6600)*
- *Create a separate ethics assignment, consider guest lectures, and provide additional resources related to drafting methodology (CP 6691)*
- *Consider a change of textbook and additional case studies for review (CP 6651)*
- *Students will improve in facilitative skills by using new Skill Setter platform (CP 6610)*
- *Have students utilize O*Net and Occupational Outlook Handbook in PSY 6635/PSY 6635*
- *Request that students complete practice CPCE exams prior to registering for the test*

COUNSELING PROGRAM STUDENT OUTCOMES/VITAL STATISTICS

Counseling Program Student Outcomes and Vital Statistics for the Troy University Counselor Education Program are uploaded annually to CACREP. The data below reflect the vital statistics reported to CACREP on December 31, 2024.

Licensure or Certification Examination Pass Rate

Passing scores on the CPCE Comprehensive Examination or the Praxis for School Counselors is a graduation requirement; all 13 graduates in 2024 passed at a 100% pass rate. The national examination encompasses the NBCC core areas that serve as a foundation for the practice of counseling. Complete data are not available on licensure exam passing rates for the National Counselor Exam (NCE) because the program doesn't require a passing score on the NCE before graduation.

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

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

Rehabilitation Counseling	
Enrollment	53
Graduates	15
Completion Rates	100%
Passed Licensure/Certification Exam	100%
Job Placement	100%
School Counseling	
Enrollment	40
Graduates	13
Completion Rates	100%
Passed Licensure/Certification Exam	100%
*Job Placement	100%
Clinical Mental Health Counseling	
Enrollment	314
Graduates	147
Completion Rates	96%
Passed Licensure/Certification Exam	100%
Job Placement	88%

2023-2024 COMMON ASSESSMENT DATA SUMMARY

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

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

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

Programs: Clinical Mental Health, Rehabilitation, and School Counseling

Program Overviews:

Clinical Mental Health Counseling Program Mission Statement:

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

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

Objectives for Clinical Mental Health Counseling:

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

1. An in-depth knowledge of professional ethics, including an understanding 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).

Measure for Assessing Student and Program Outcomes

Program Objective 1	Core Area	KPI	Data Collected	Domain	How and when collected
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.	Professional Orientation and Ethical Practice	Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Fitness-to-Practice (FTP) Quizzes 1-5 (2.F.1.g, 2. F.1.i)	Skill Knowledge	CP 6600
			CPCE	Knowledge	End of program

Program Objective 2	Core Area	KPI	Data Collected	Domain	How and when collected
Gain knowledge and understanding of program evaluation and research methodology to include application, evaluation and analysis of quality research and effective counseling programs.	Research and Program Evaluation	Understand the importance of research in advancing the counseling profession, as well as demonstrate knowledge of designs used in research.	Research Proposal (2.F8a, 2.F8g)	Skill	CP 6691
			CPCE	Knowledge	End of Program

Program Objective 3	Core Area	KPI	Data Collected	Domain	How and when collected
Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.	Social and Cultural Diversity	Demonstrate knowledge of multicultural counseling competencies; and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and	Case Study- Biko (2.F.2.c, 2.F.2.h) FTP	Skill	CP 6651 CP 6660, CP 6642, and Internship II for all specialty areas

		unintentional oppression and discrimination.	Site Supervisor Evaluations		Midpoint and End of each Practicum or Internship
			CPCE	Knowledge	End of Program

Program Objective 4	Core Area	KPIs	Data Collected	Domain	How and when collected
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.	**School Counseling**	Student demonstrates the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs.	College and Career Readiness Needs Assessment Development (SC 5.G.1.a, SC 5.G.3n)	Skill	CP 6641
			Career Theory Application Paper (SC 5.G.3e)	Skill	PSY 6635
			PRAXIS	Knowledge	End of Program
	Clinical Mental Health Counseling	Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Comprehensive Case Study (CMHC 5.C.2.j, CMHC 5.C.3.a)	Skill	CP 6660
			Assignments 1-3 Recording and transcriptions (CMHC 5.C.3.a)	Skill	CP 6610
			CPCE	Knowledge	End of Program

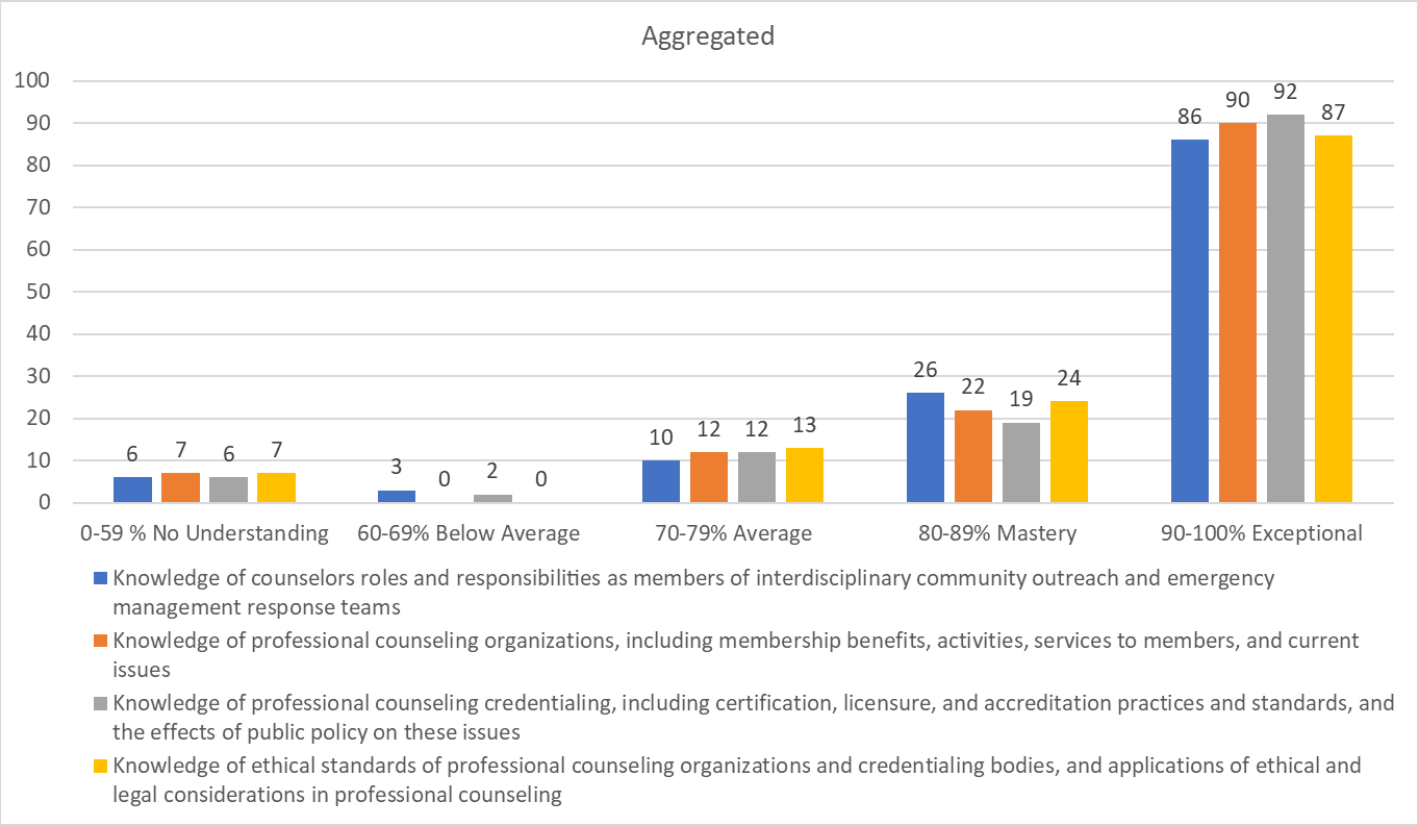
	Rehabilitation Counseling	Students who are preparing to specialize as Rehabilitation Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of varied issues within the rehabilitation counseling context.	Comprehensive Case Study (RC 5.H.2.e, RC 5.H.3.f)	Skill	CP 6671
			CPCE	Knowledge	End of Program
			CRC	Knowledge	End of Program

Program Objective 5	Core Area	KPIs	Data Collected	Domain	How and when collected
Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice.	Human Growth and Development	Critically analyze the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	Intervention and Theoretical Paper (2.F.3.a, 2, 2.F.3.b., 2.F.3.c)	Skill	PSY 6668
			CPCE	Knowledge	CPCE
	Career Development	Demonstrate knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	Career Theory Application Paper (2.F.4.h., 2.F.4.i)	Skill	PSY 6635
			Clinical Evaluation Report (2.F.4.i and 2.F.4.j)	Skill	PSY 6645
			CPCE	Knowledge	End of the Program
	Counseling and Helping Relationships	Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes such as	Assignments 1-3 Recording and transcriptions (2.F.5.f,	Skill	CP 6610

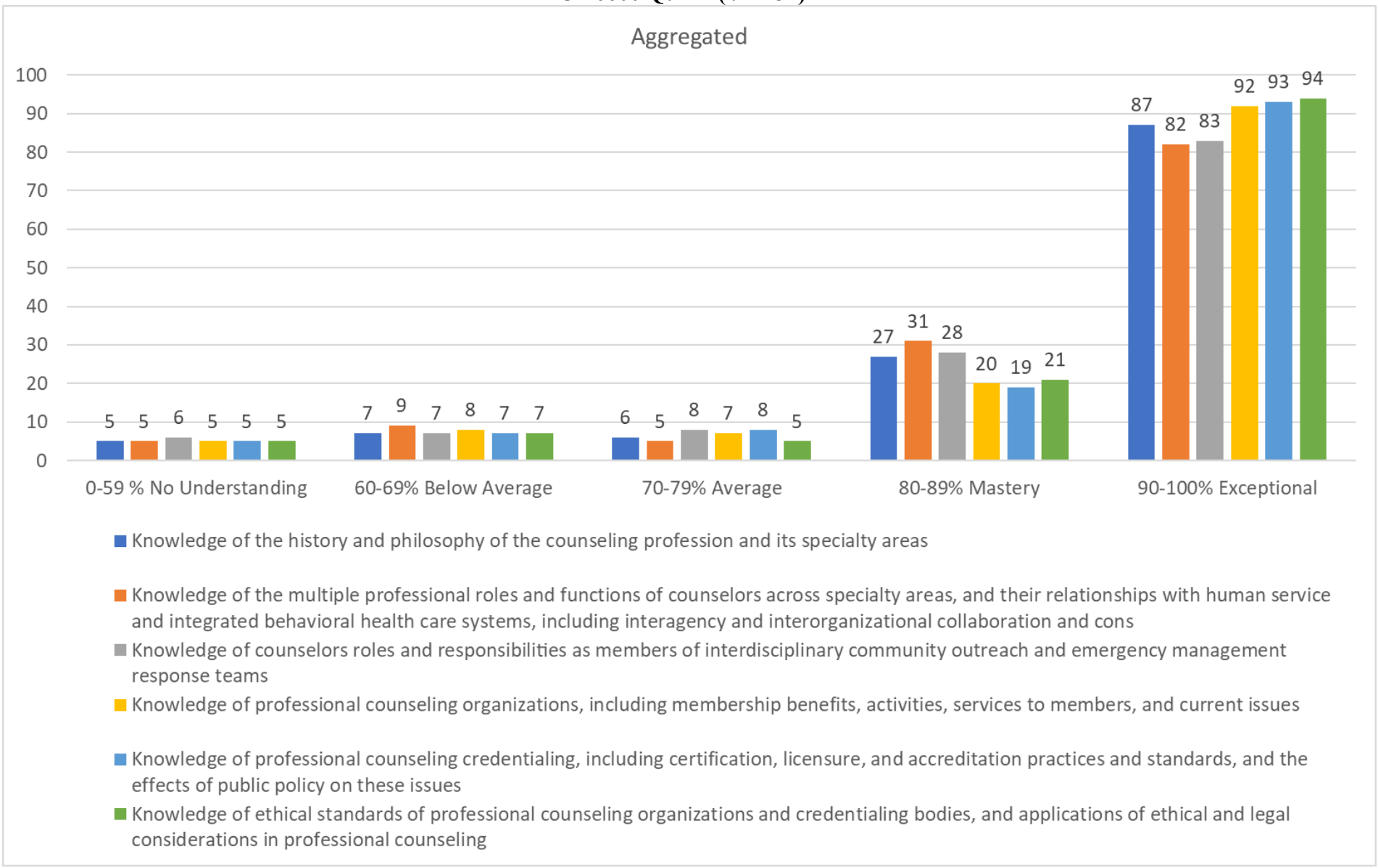
		development of a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	2.F.5.g)		
			Personal Counseling Theory Paper (2.F.5.b, 2.F.5.n)	Skill	CP 6649
			CPCE	Knowledge	End of Program
	Group Work	Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	Group Leadership Demonstration (2.F.6.c, 2.F.6.d, 2.F.6.g) Reaction Paper (2.F.6.a., 2.F.6.b., 2.F.6.c)	Skill	CP 6642
			FTP (2.F.6.d)	Skill	CP 6642
			CPCE	Knowledge	End of Program
	Assessment	Demonstrate knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling, and administer assessments relevant to academic/educational, career, personal, and/or social development.	Clinical Evaluation Report (2.F.7.a, and 2.F7i)	Skill	PSY 6645
			Career Theory Application Paper (2.F7i)	Skill	PSY 6635
			CPCE	Knowledge	End of Program

Program Objective 1	Core Area	KPI	Data Collected	Domain	How and when collected
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.	Professional Orientation and Ethical Practice	Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Fitness-to-Practice (FTP) Quizzes 1-5 (2.F.1.g, 2. F.1.i)	Skill Knowledge	CP 6600
			CPCE	Knowledge	End of program

CP 6600 Quiz 1 (*n* = 131)

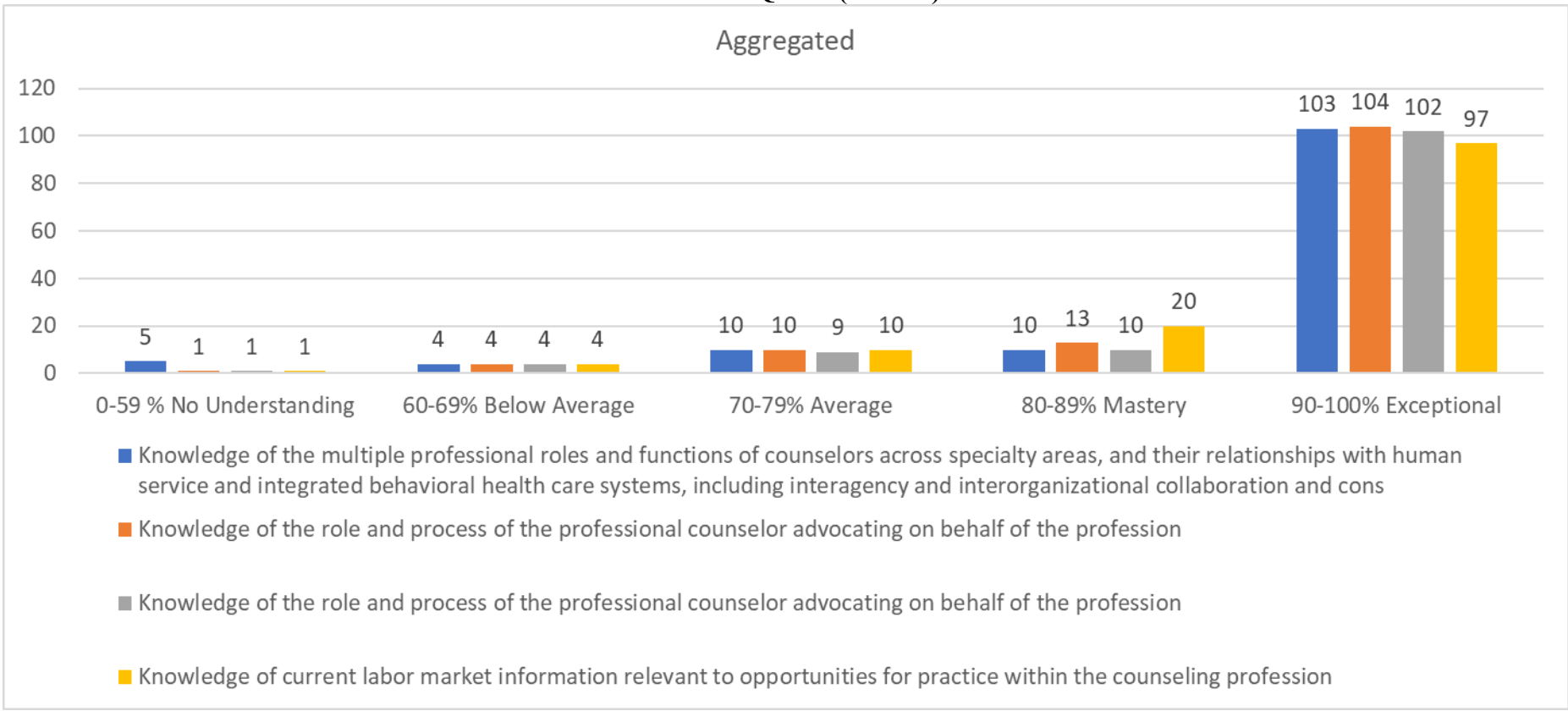


CP 6600 Quiz 2 (*n* = 132)

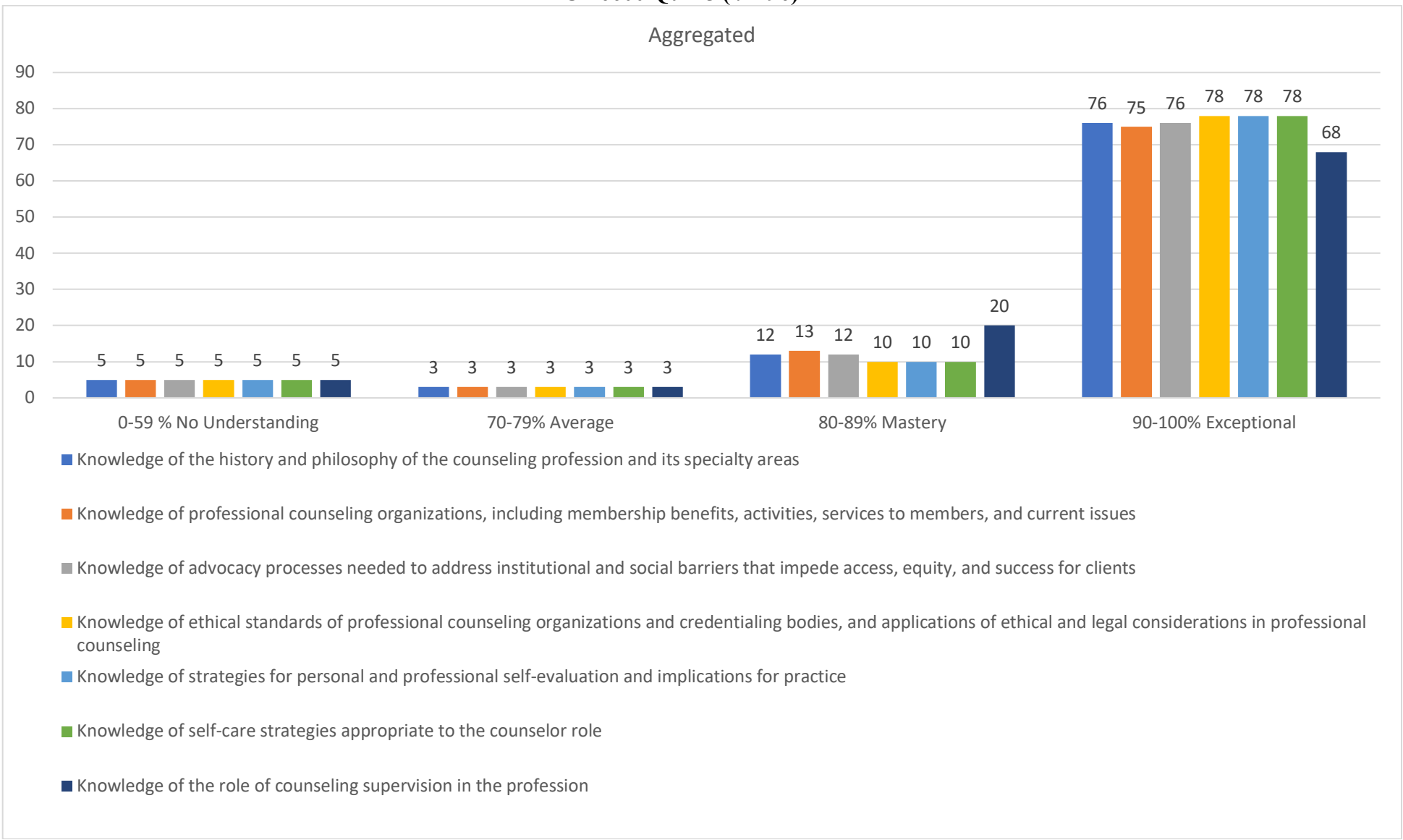


CP 6600 Quiz 3 (*n* = 103)

CP 6600 Quiz 4 (*n* = 132)

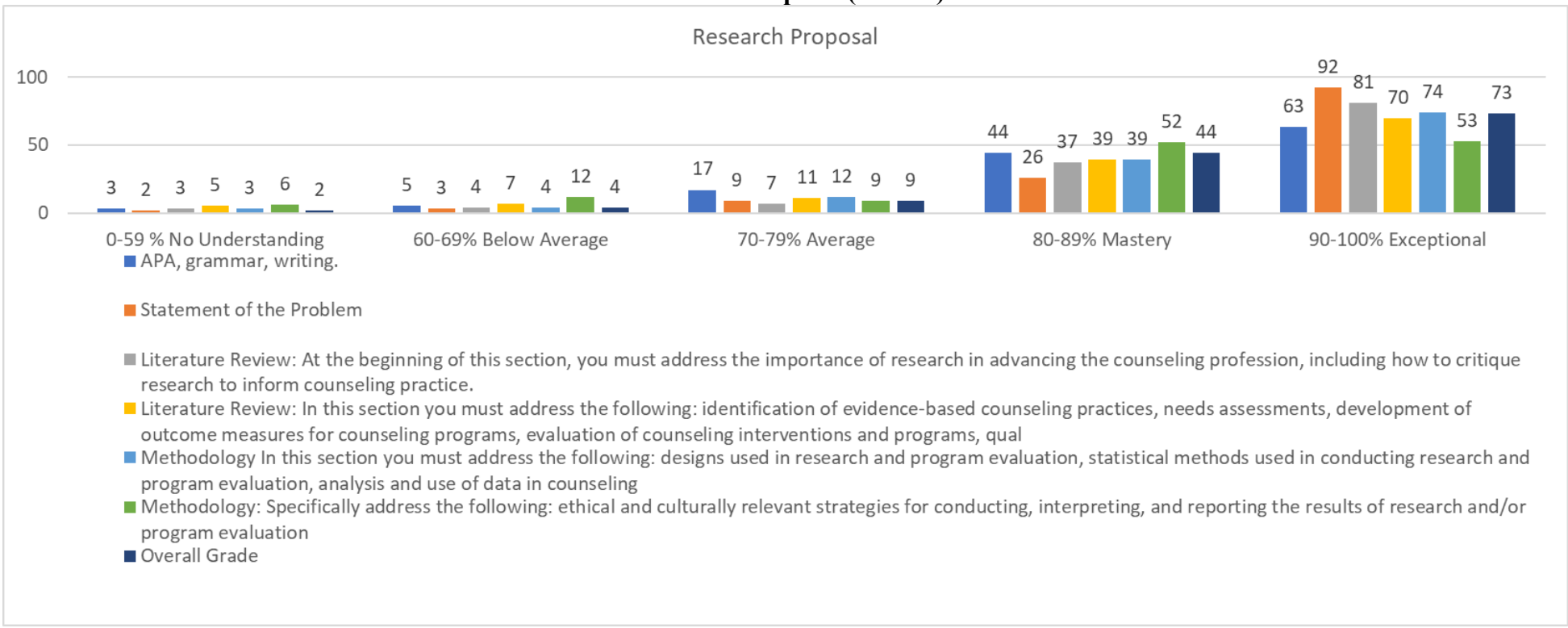


CP 6600 Quiz 5 (*n* = 96)



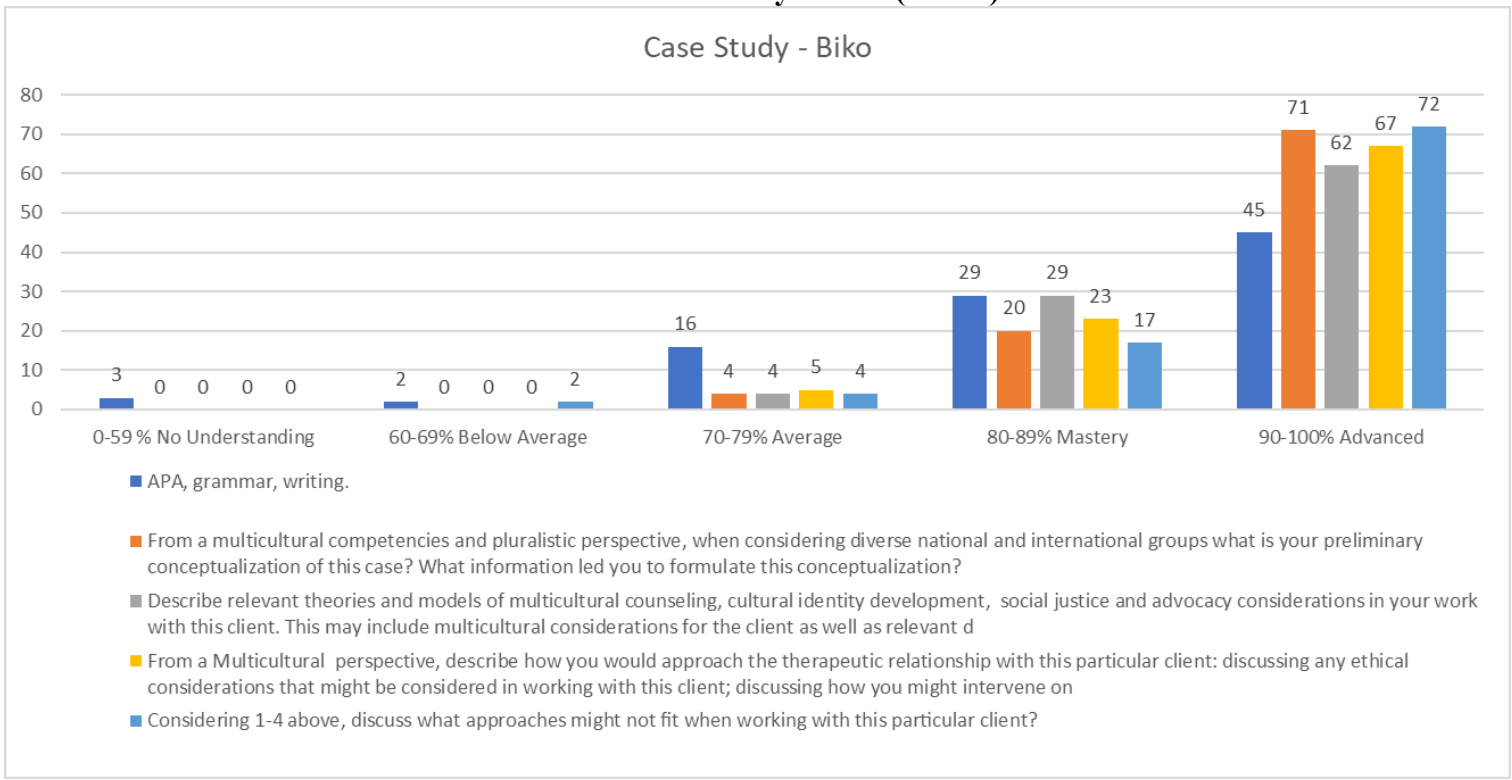
Program Objective 2	Core Area	KPI	Data Collected	Domain	How and when collected
Gain knowledge and understanding of program evaluation and research methodology to include application, evaluation and analysis of quality research and effective counseling programs.	Research and Program Evaluation	Understand the importance of research in advancing the counseling profession, as well as demonstrate knowledge of designs used in research.	Research Proposal (2.F8a, 2.F8g)	Skill	CP 6610
			CPCE	Knowledge	End of Program

CP 6610 Research Proposal (*n* = 132)



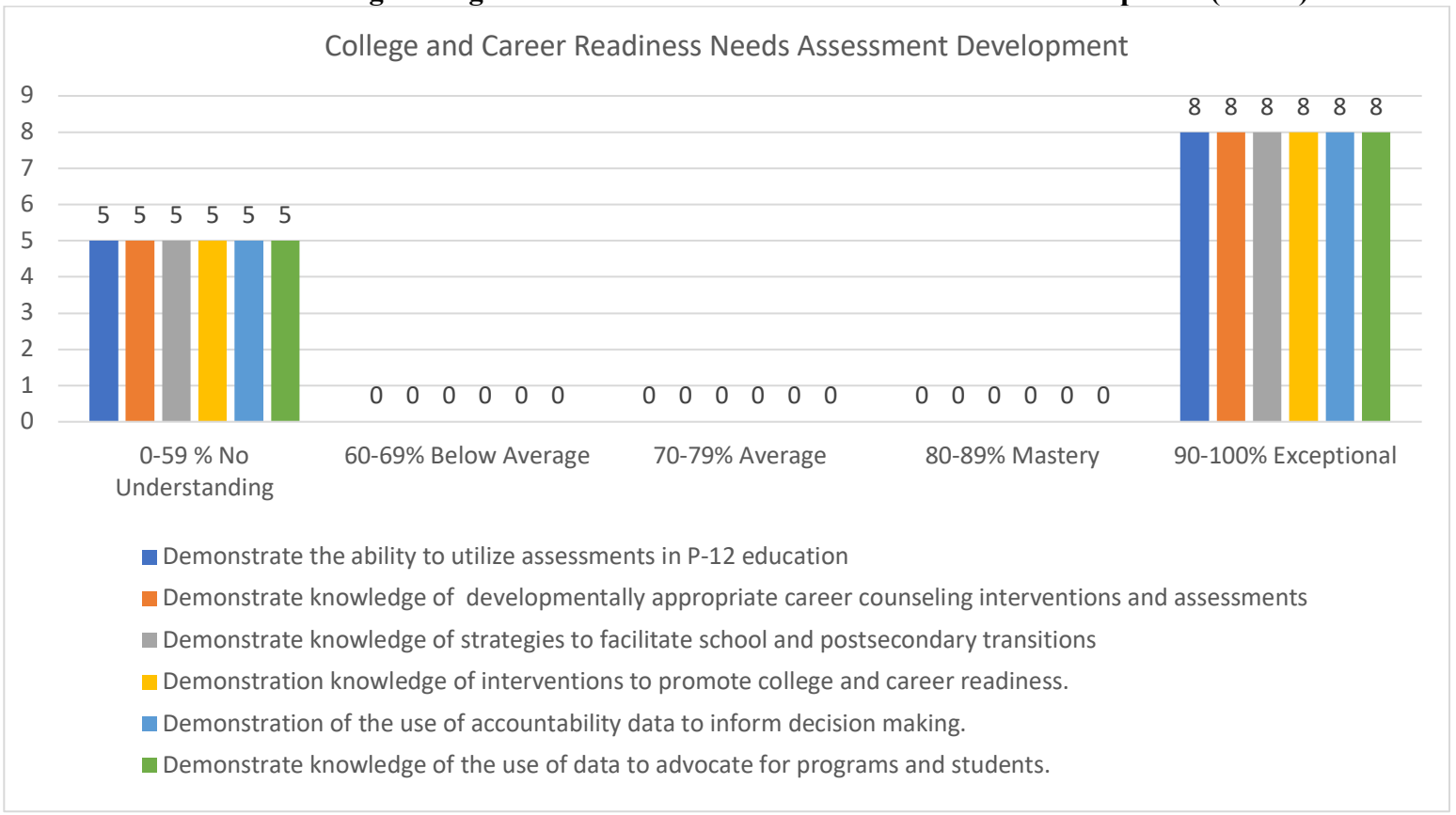
Program Objective 3	Core Area	KPIs	Data Collected	Domain	How and when collected
Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.	Social and Cultural Diversity	Demonstrate knowledge of multicultural counseling competencies; and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Case Study- Biko (2.F.2.c, 2.F.2.h)	Skill	CP 6651
			CPCE	Knowledge	End of Program

CP 6651 Case Study – Biko (*n* = 95)

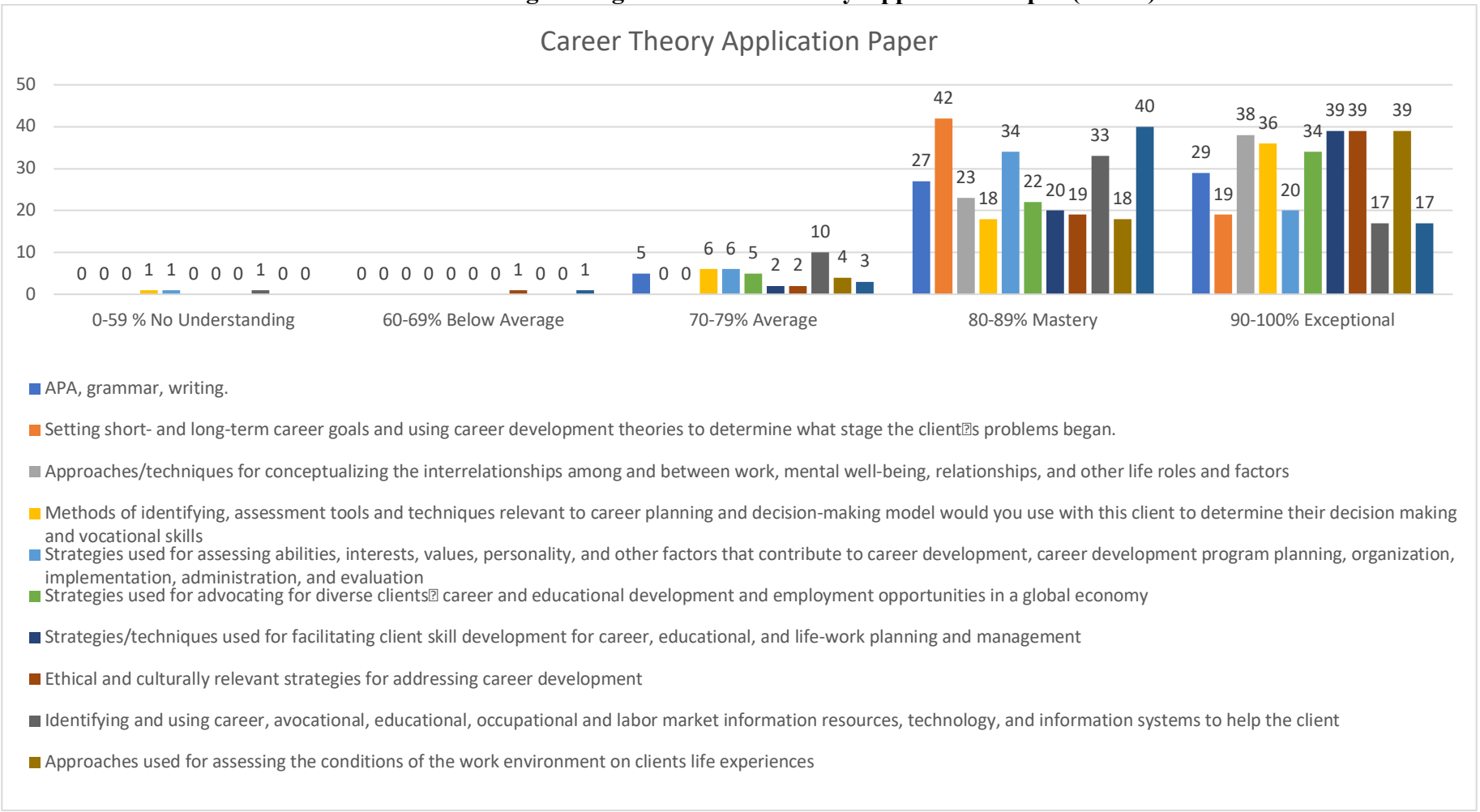


Program Objective 4	Core Area	KPIs	Data Collected	Domain	How and when collected
Develop counseling abilities to analyze, evaluate, apply, and create treatment methodologies, therapeutic interventions, assessment techniques, effective cultural strategies, and other abilities that apply to the practice of counseling in school, agency clinical and community settings.	**School Counseling**	Student demonstrates the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data- informed school counseling programs.	College and Career Readiness Needs Assessment Development (SC 5.G.1.a, SC 5.G.3n)	Skill	CP 6641
			Career Theory Application Paper (SC 5.G.3e)	Skill	in PSY 6635
			PRAXIS	Knowledge	End of Program
	Clinical Mental Health Counseling	Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Comprehensive Case Study (CMHC 5.C.2.j, CMHC 5.C.3.a)	Skill	CP 6660
			Assignments 1-3 Recording and transcriptions (CMHC 5.C.3.a)	Skill	CP 6610
			CPCE	Knowledge	End of Program
	Rehabilitation Counseling	Students who are preparing to specialize as Rehabilitation Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of varied issues within the rehabilitation counseling context.	Comprehensive Case Study (RC 5.H.2.e, RC 5.H.3.f)	Skill	CP 6671
			CPCE	Knowledge	End of Program
			CRC	Knowledge	End of Program

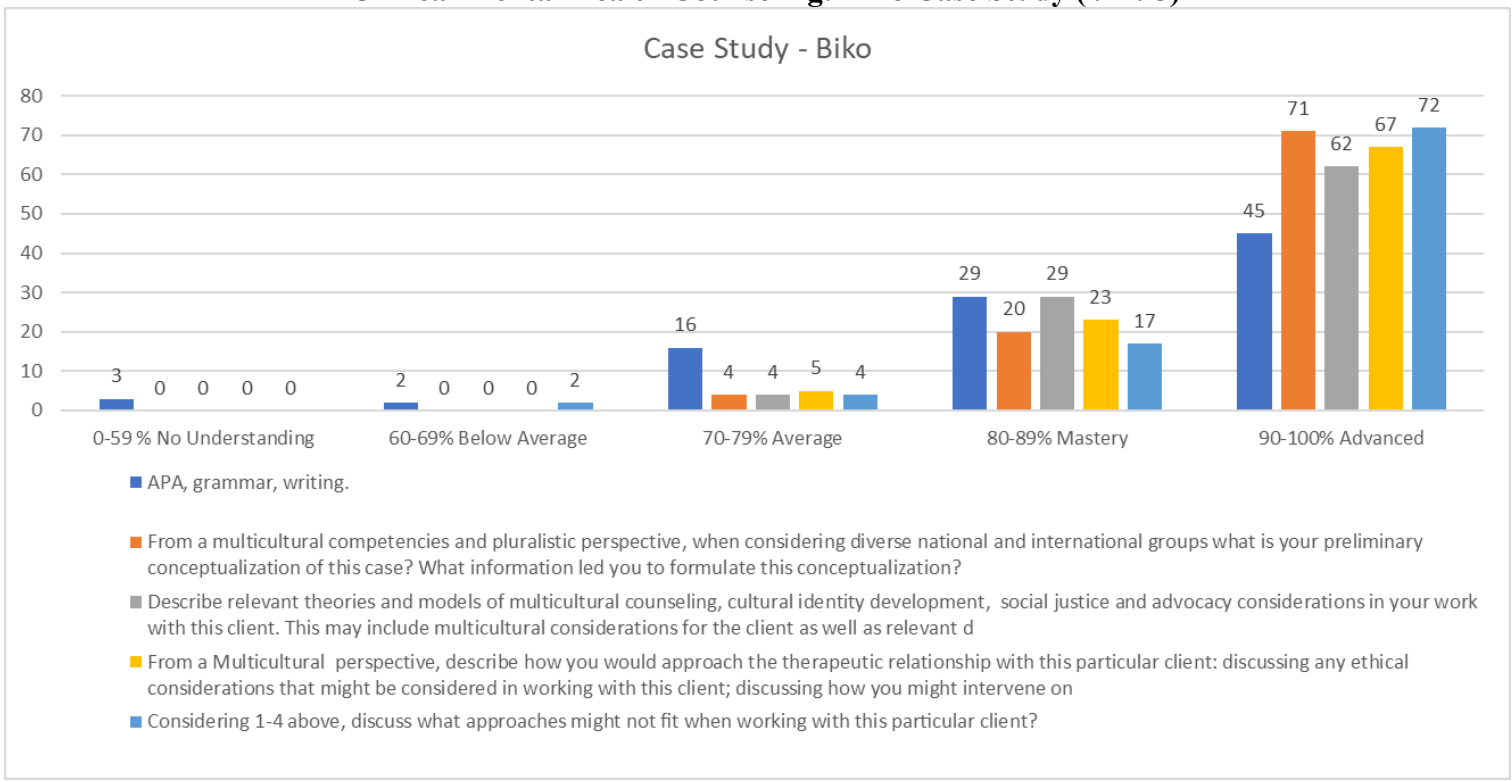
School Counseling: College and Career Readiness Needs Assessment Development (*n* = 13)



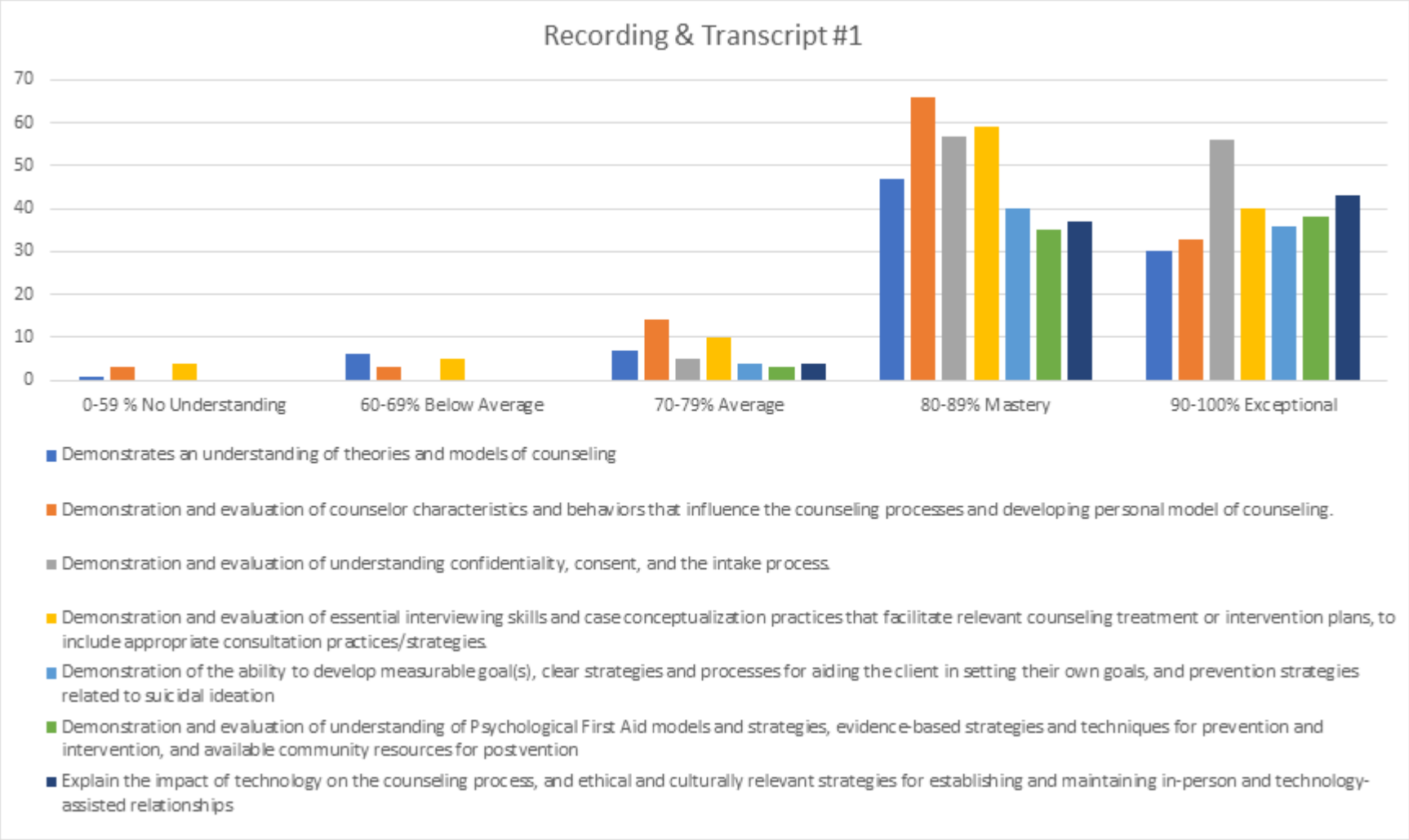
School Counseling: College and Career Theory Application Paper (*n* = 61)



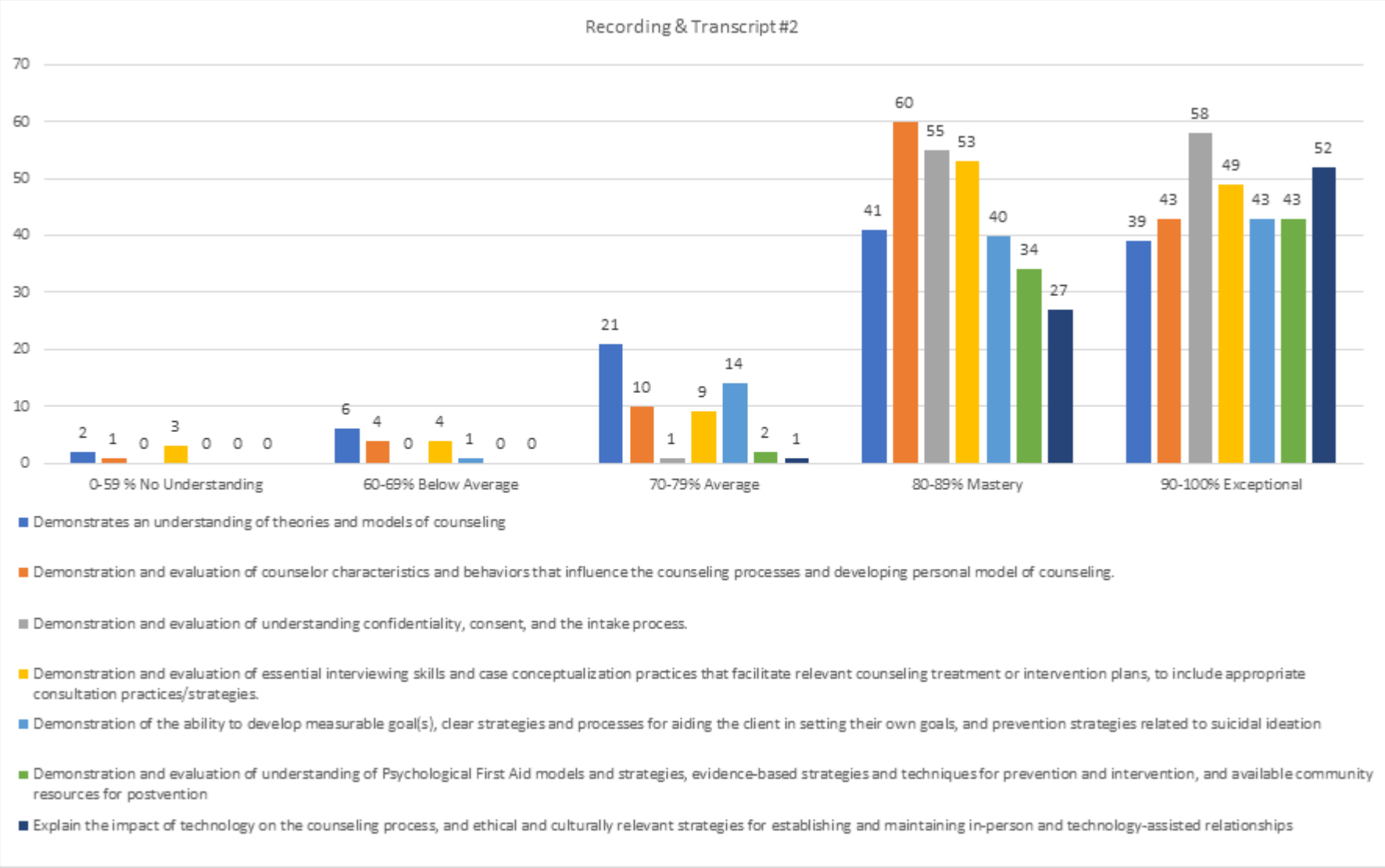
Clinical Mental Health Counseling: Biko Case Study (*n* = 95)



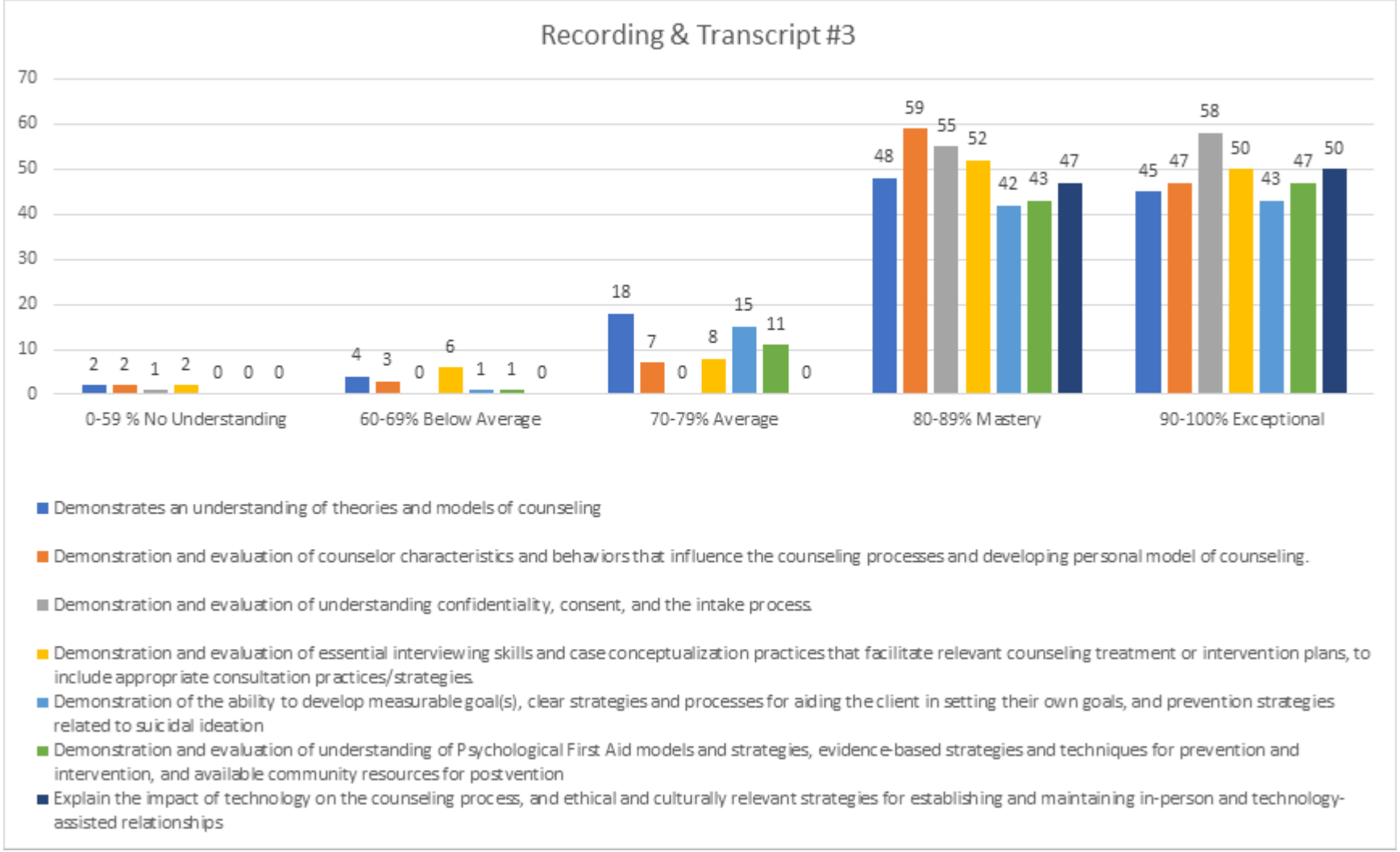
Clinical Mental Health Counseling: Recording and Transcripts #1 (*n* = 118)



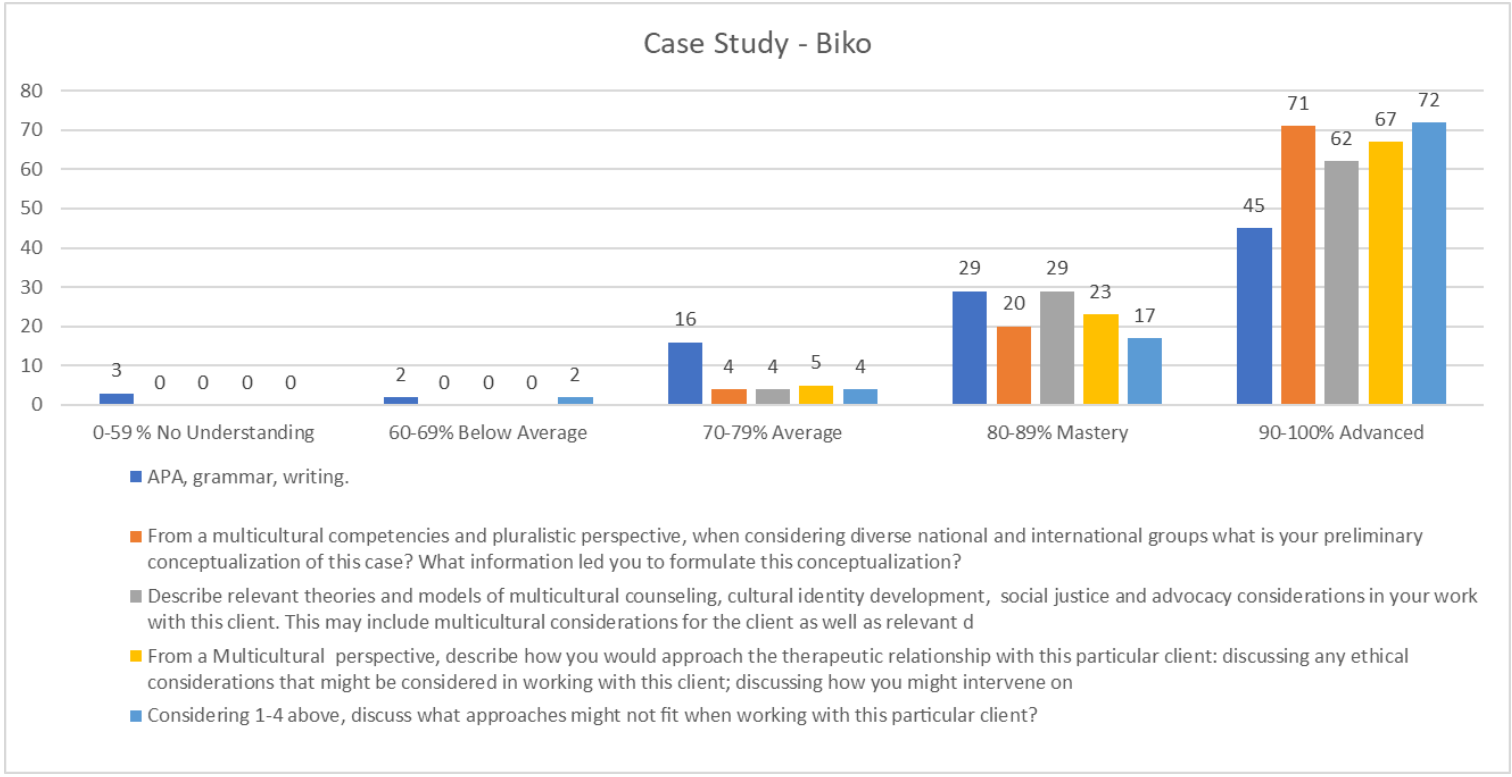
Clinical Mental Health Counseling: Recording and Transcripts #2 (*n* = 118)



Clinical Mental Health Counseling: Recording and Transcripts #3 (*n* = 118)



Rehabilitation Counseling: Biko Case Study (*n* = 95)


Case Study - Biko
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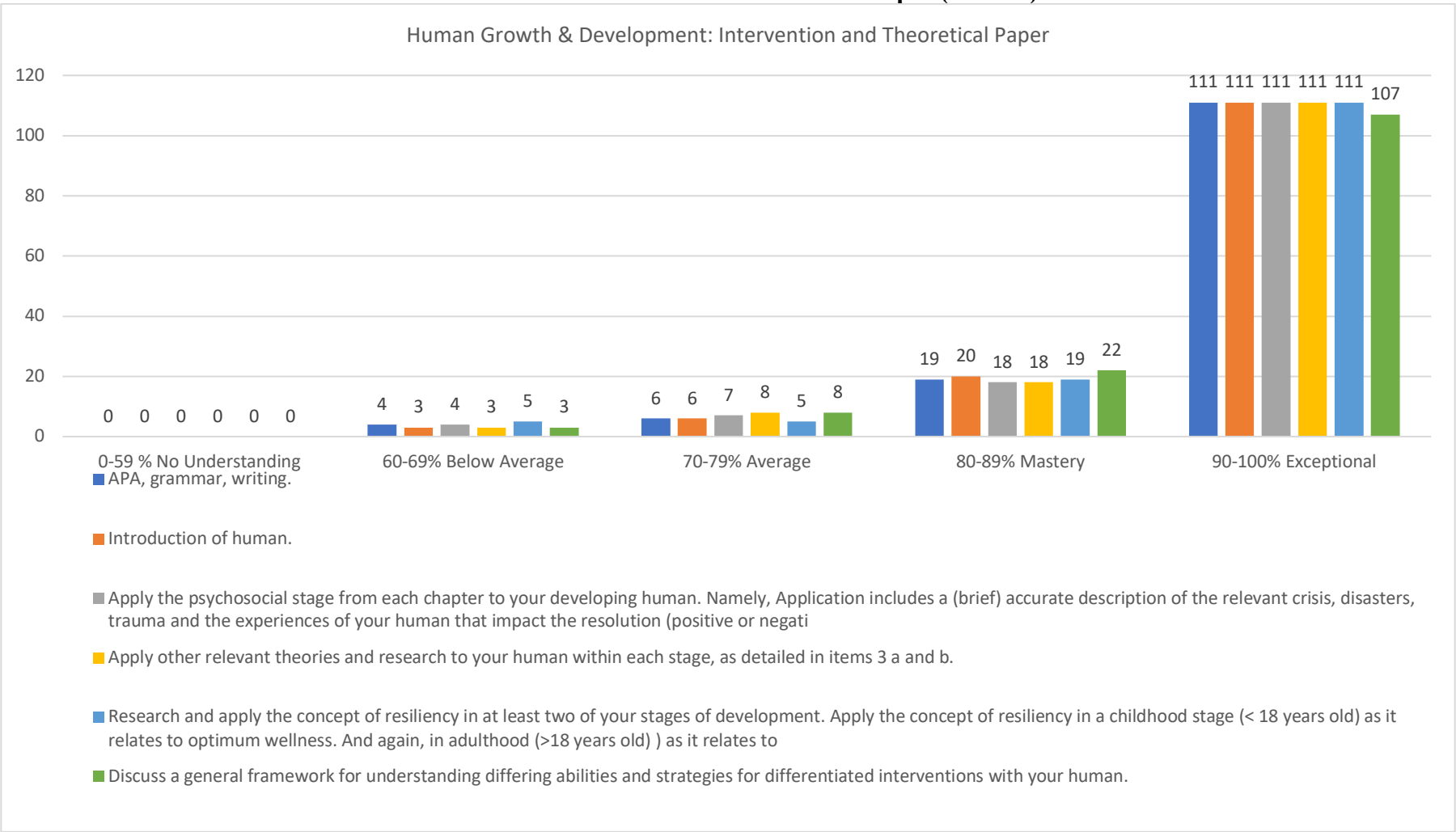
72
0-59 % No Understanding
60-69% Below Average
70-79% Average
80-89% Mastery
90-100% Advanced
APA, grammar, writing.
From a multicultural competencies and pluralistic perspective, when considering diverse national and international groups what is your preliminary conceptualization of this case? What information led you to formulate this conceptualization?
Describe relevant theories and models of multicultural counseling, cultural identity development, social justice and advocacy considerations in your work with this client. This may include multicultural considerations for the client as well as relevant d
From a Multicultural perspective, describe how you would approach the therapeutic relationship with this particular client: discussing any ethical considerations that might be considered in working with this client; discussing how you might intervene on
Considering 1-4 above, discuss what approaches might not fit when working with this particular client?

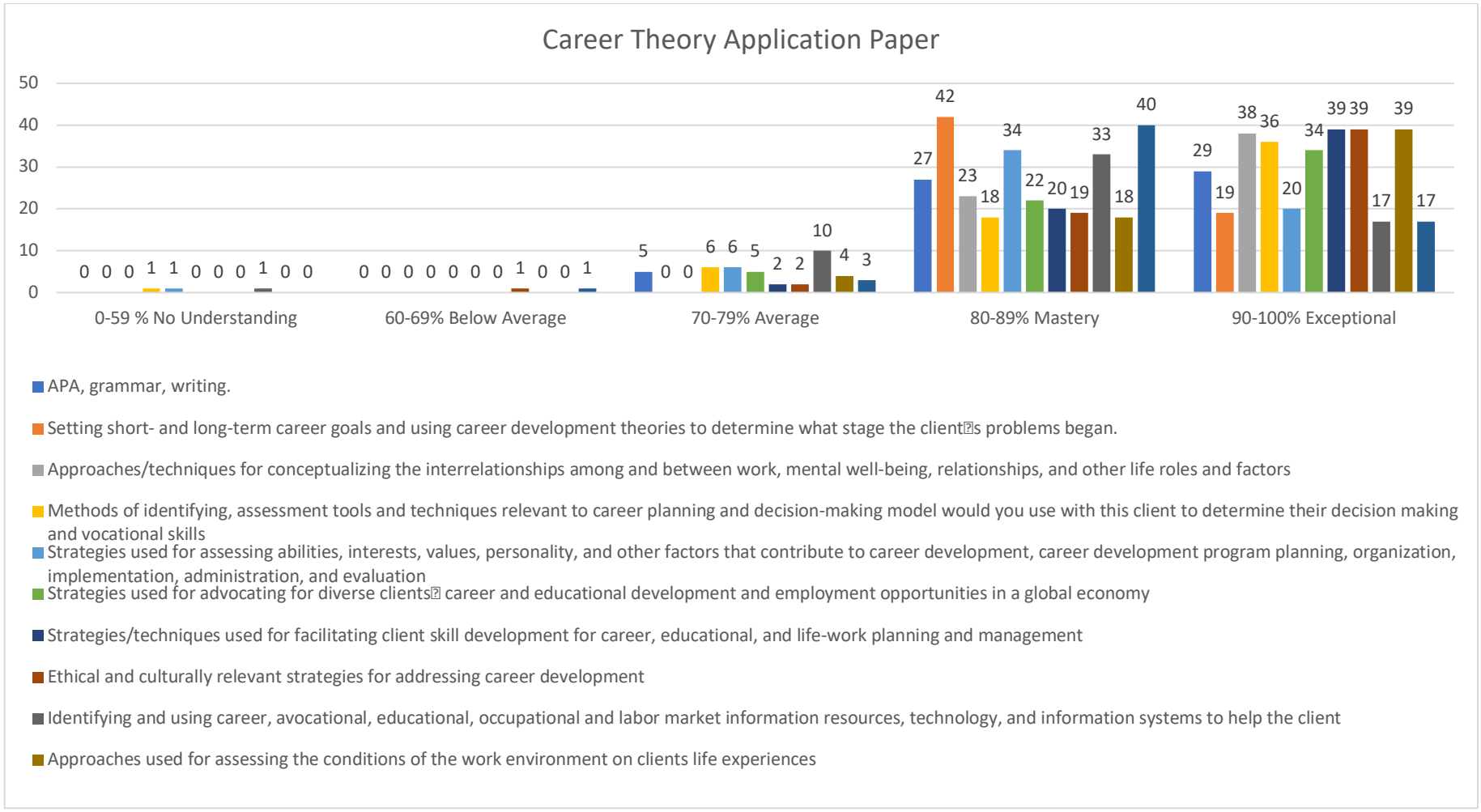
Program Objective 5	Core Area	KPIs	Data Collected	Domain	How and when collected
Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice.	Human Growth and Development	Critically analyze the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	Intervention and Theoretical Paper (2.F.3.a, 2, 2.F.3.b., 2.F.3.c)	Skill	PSY 6668
			CPCE	Knowledge	CPCE
	Career Development	Demonstrate knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	Career Theory Application Paper (2.F.4.h., 2.F.4.i)	Skill	PSY 6635
			Clinical Evaluation Report (2.F.4.i and 2.F.4.j)	Skill	PSY 6645
			CPCE	Knowledge	End of the Program
	Counseling and Helping Relationships	Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes such as development of a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	Assignments 1-3 Recording and transcriptions (2.F.5.f, 2.F.5.g)	Skill	CP 6610
			Personal Counseling Theory Paper (2.F.5.b, 2.F.5.n)	Skill	CP 6649
			CPCE	Knowledge	End of Program
	Group Work	Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant	Group Leadership Demonstration (2.F.6.c, 2.F.6.d, 2.F.6.g) Reaction Paper (2.F.6.a., 2.F.6.b.,	Skill	CP 6642

		strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	2.F.6.c)		
			FTP (2.F.6.d)	Skill	CP 6642
			CPCE	Knowledge	End of Program
	Assessment	Demonstrate knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling, and administer assessments relevant to academic/educational, career, personal, and/or social development.	Clinical Evaluation Report (2.F.7.a, and 2.F7i)	Skill	PSY 6645
			Career Theory Application Paper (2.F7i)	Skill	PSY 6635
			CPCE	Knowledge	End of Program

PSY 6668: Intervention and Theoretical Paper (*n* = 140)



PSY 6635: Career Theory Application Paper (*n* = 61)


Career Theory Application Paper
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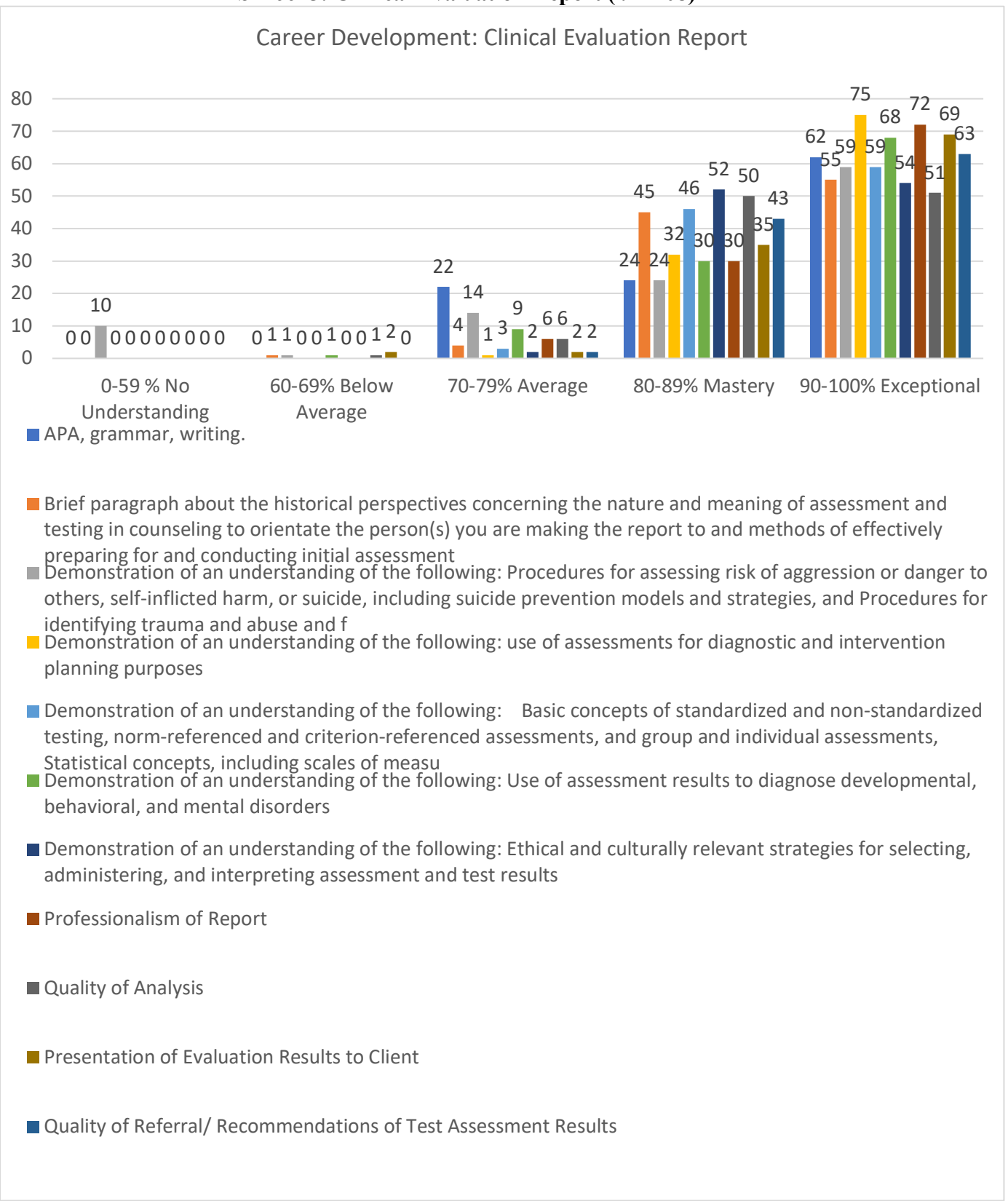
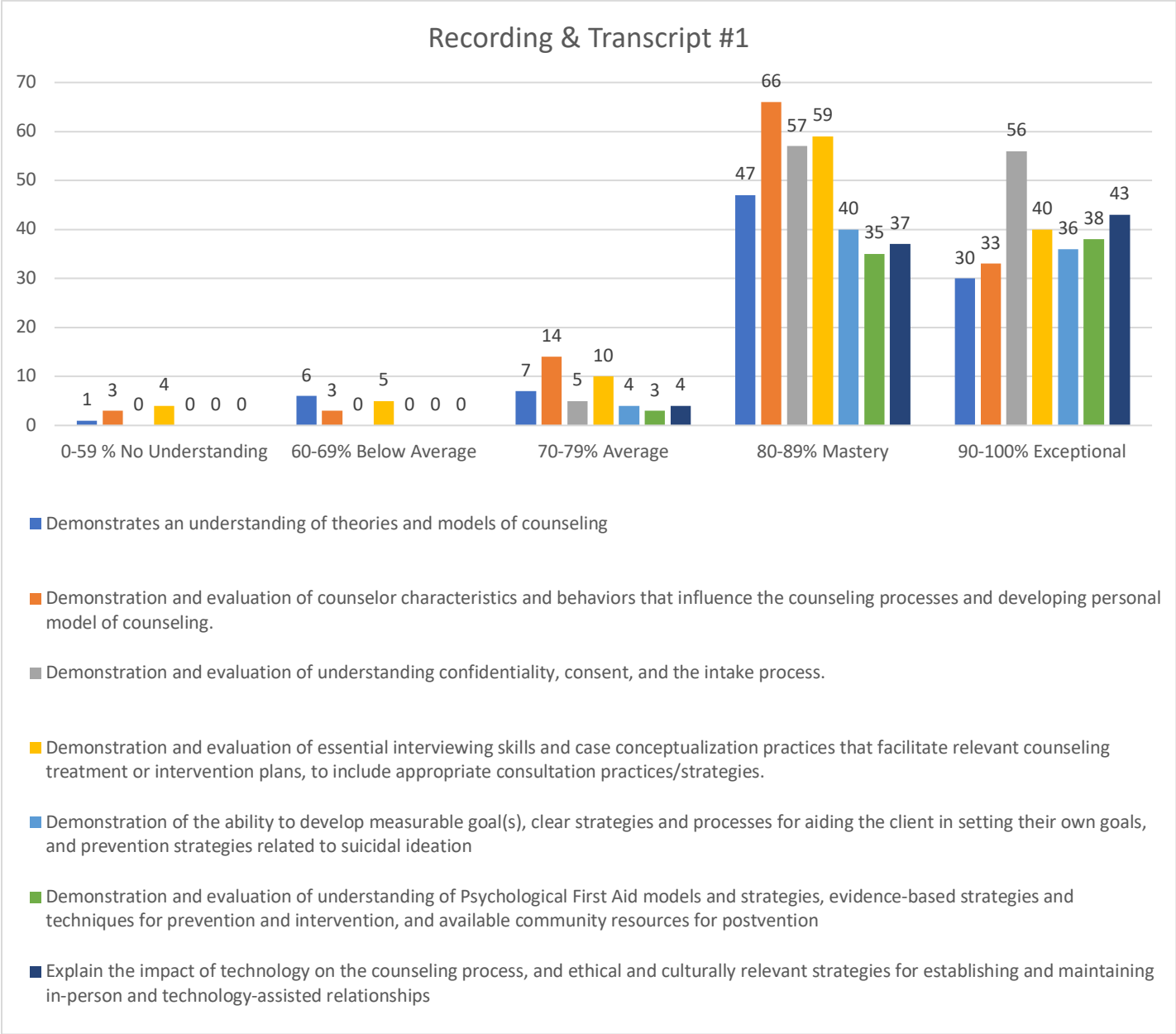
29 19 38 36 20 34 39 39 17 39 17
0-59 % No Understanding
60-69% Below Average
70-79% Average
80-89% Mastery
90-100% Exceptional
APA, grammar, writing.
Setting short- and long-term career goals and using career development theories to determine what stage the client s problems began.
Approaches/techniques for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
Methods of identifying, assessment tools and techniques relevant to career planning and decision-making model would you use with this client to determine their decision making and vocational skills
Strategies used for assessing abilities, interests, values, personality, and other factors that contribute to career development, career development program planning, organization, implementation, administration, and evaluation
Strategies used for advocating for diverse clients career and educational development and employment opportunities in a global economy
Strategies/techniques used for facilitating client skill development for career, educational, and life-work planning and management
Ethical and culturally relevant strategies for addressing career development
Identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems to help the client
Approaches used for assessing the conditions of the work environment on clients life experiences

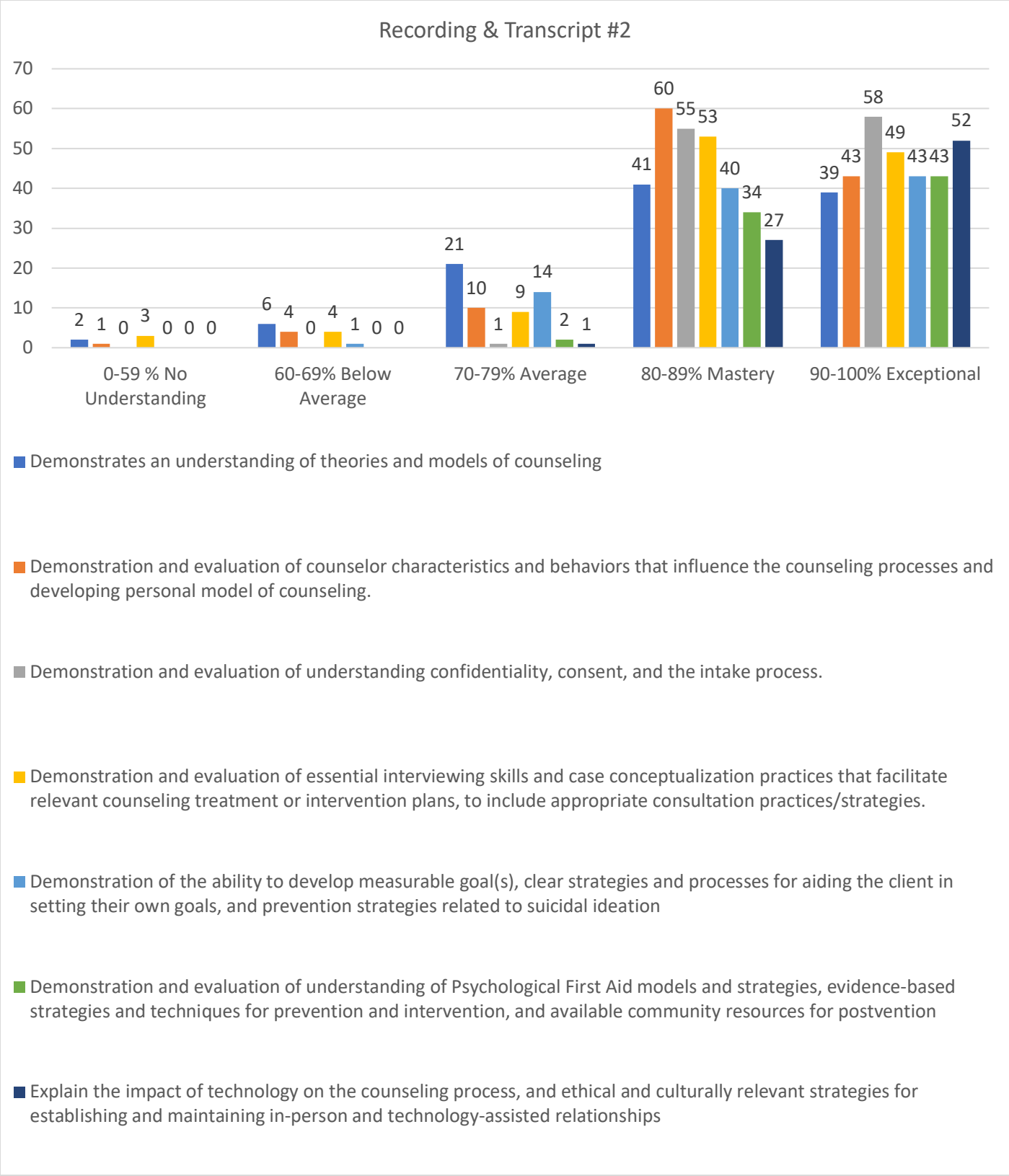
PSY 6645: Clinical Evaluation Report (*n* = 108)



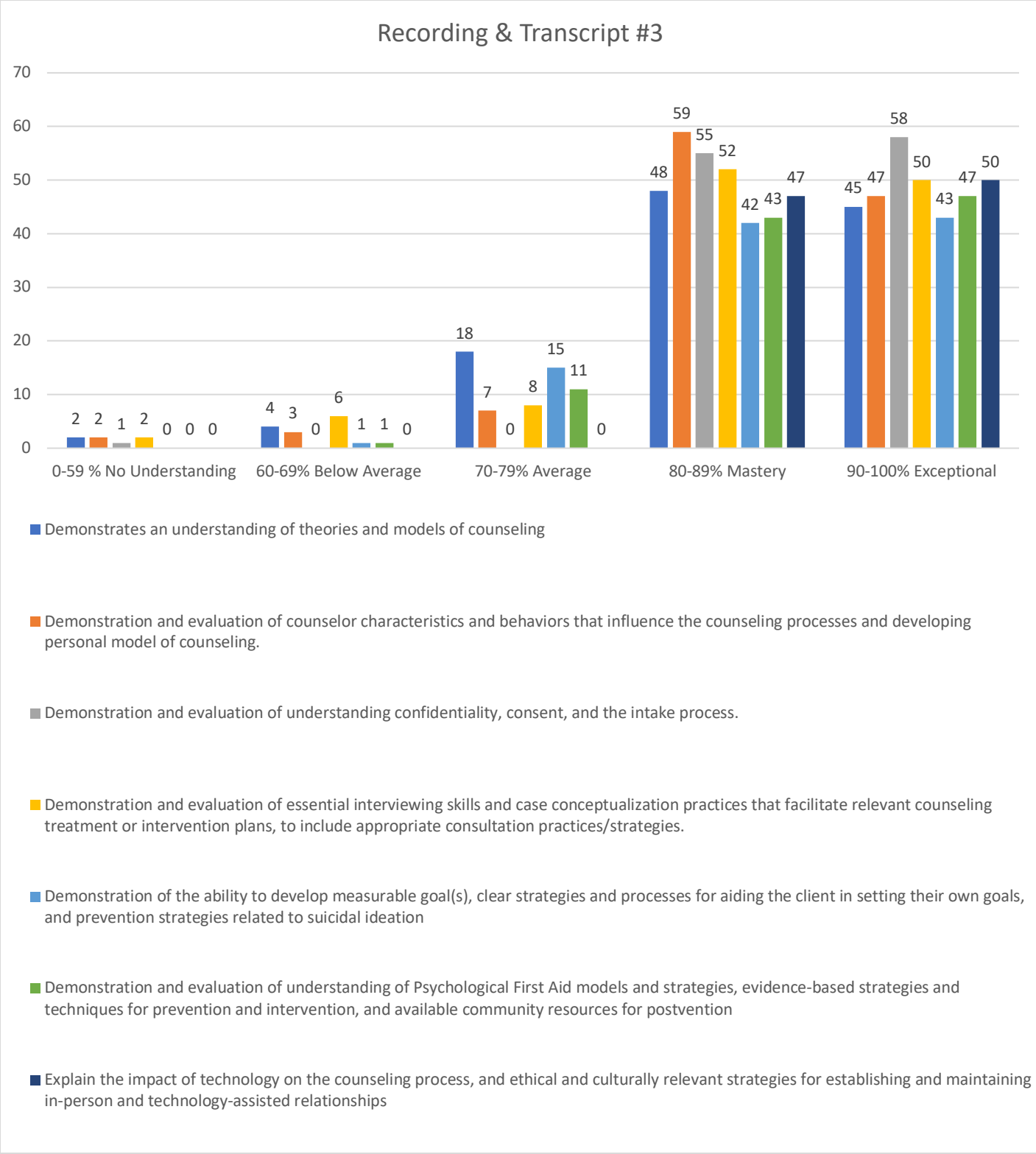
CP 6610: Recording and Transcript #1 (*n* =118)



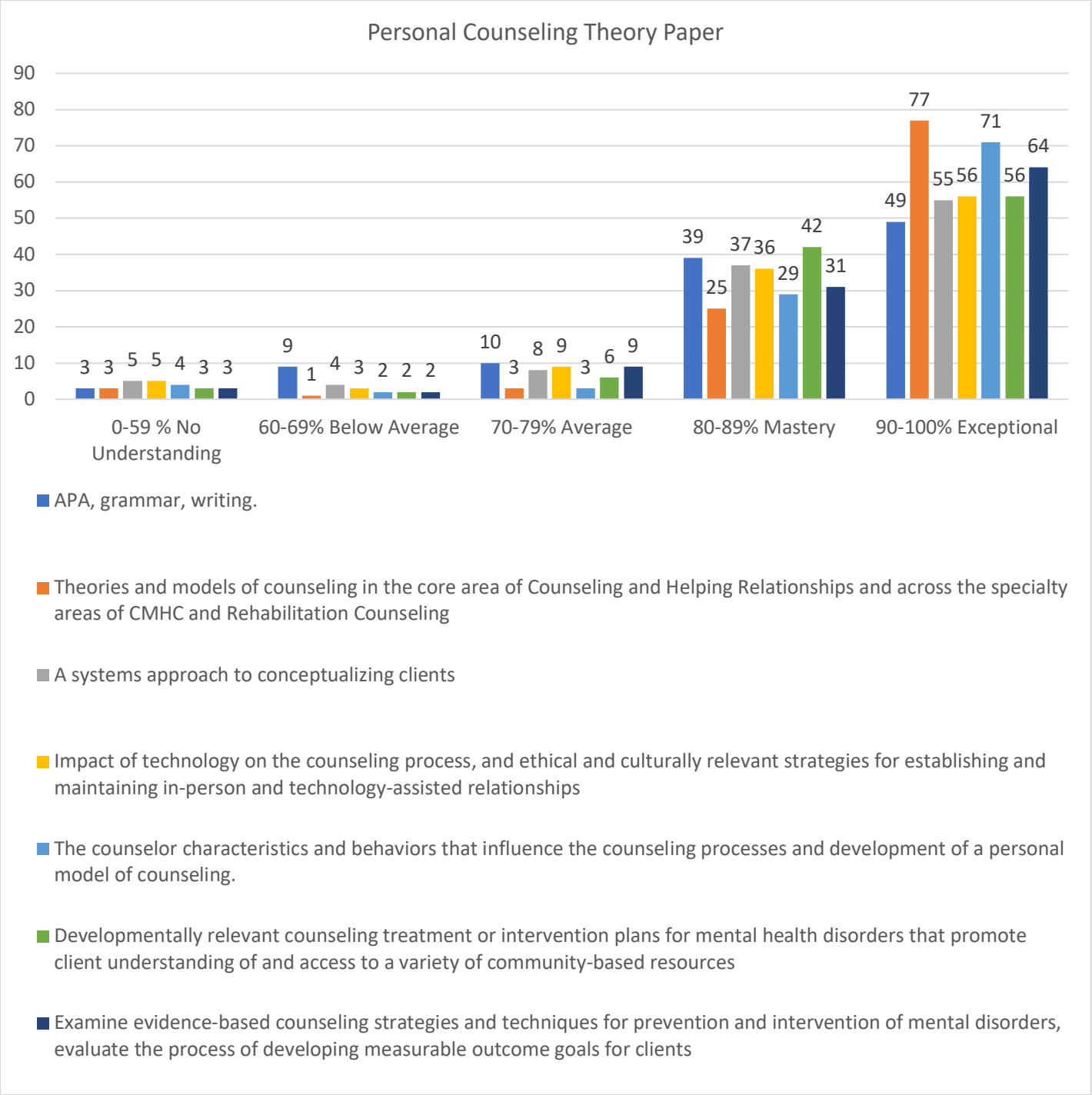
CP 6610: Recording and Transcript #2 (*n* = 118)



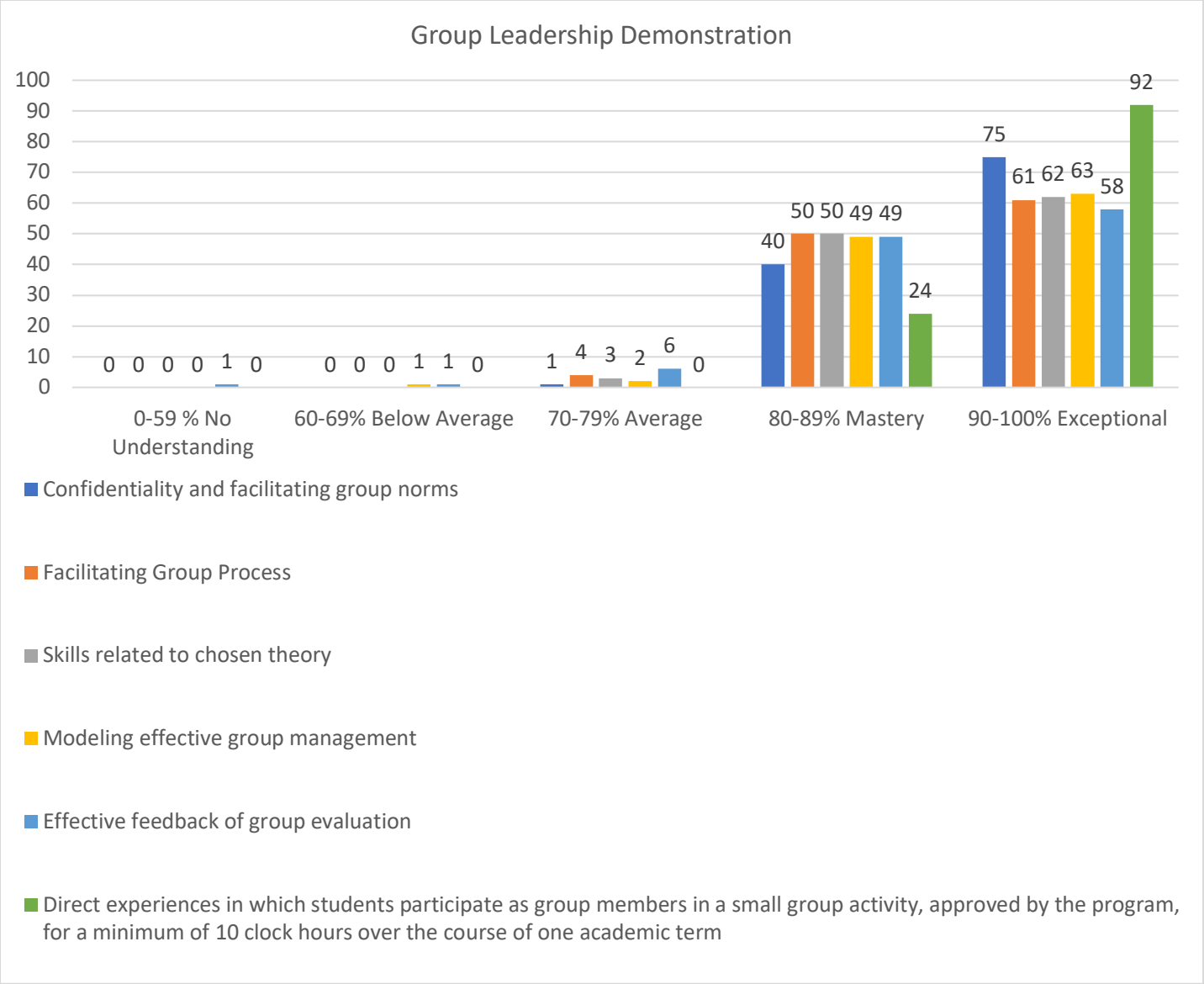
CP 6610: Recording and Transcript #3 (*n* = 118)



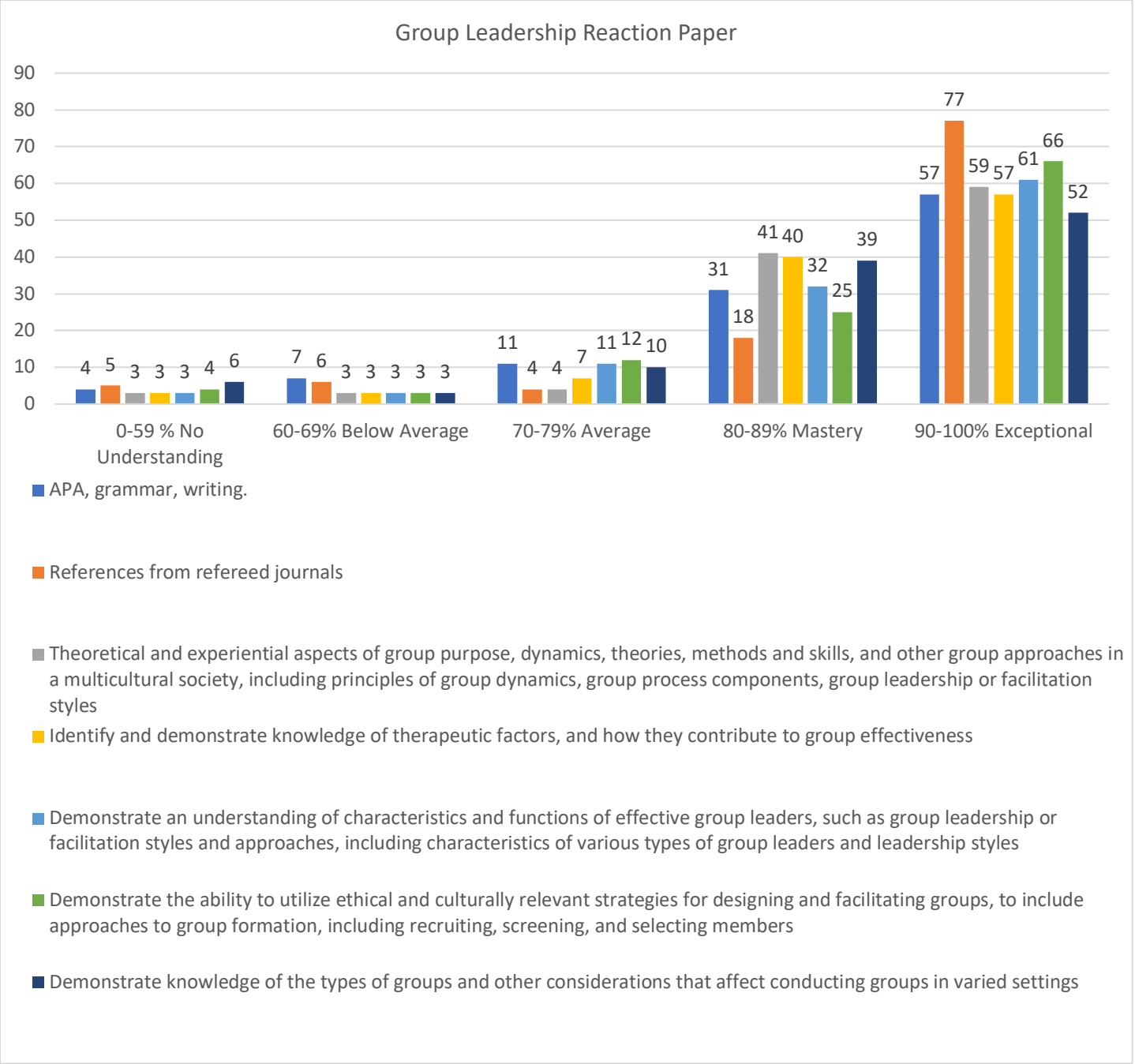
CP 6649: Personal Theory Paper (*n* = 109)



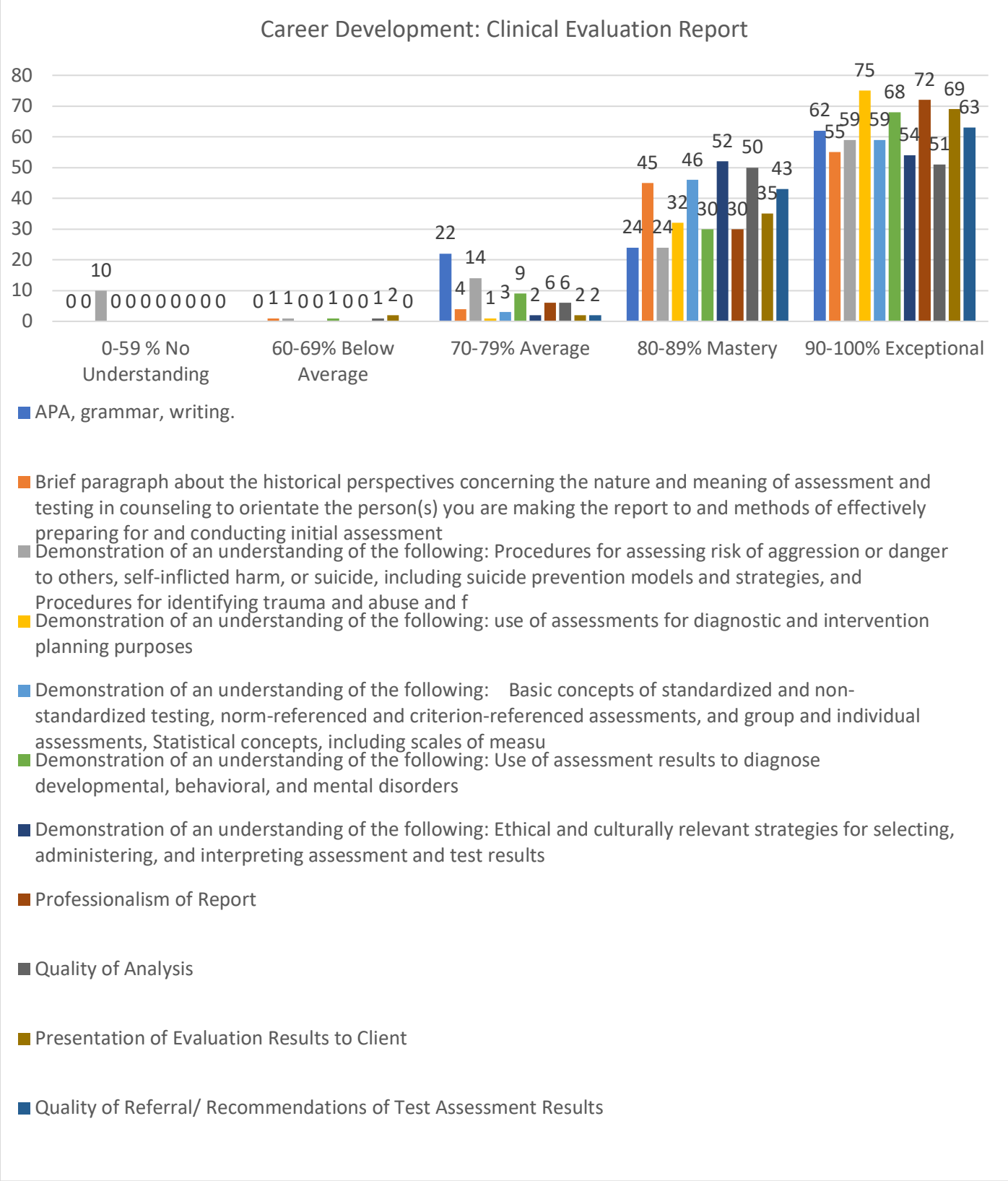
CP 6642: Group Leadership Demonstration (*n* = 116)



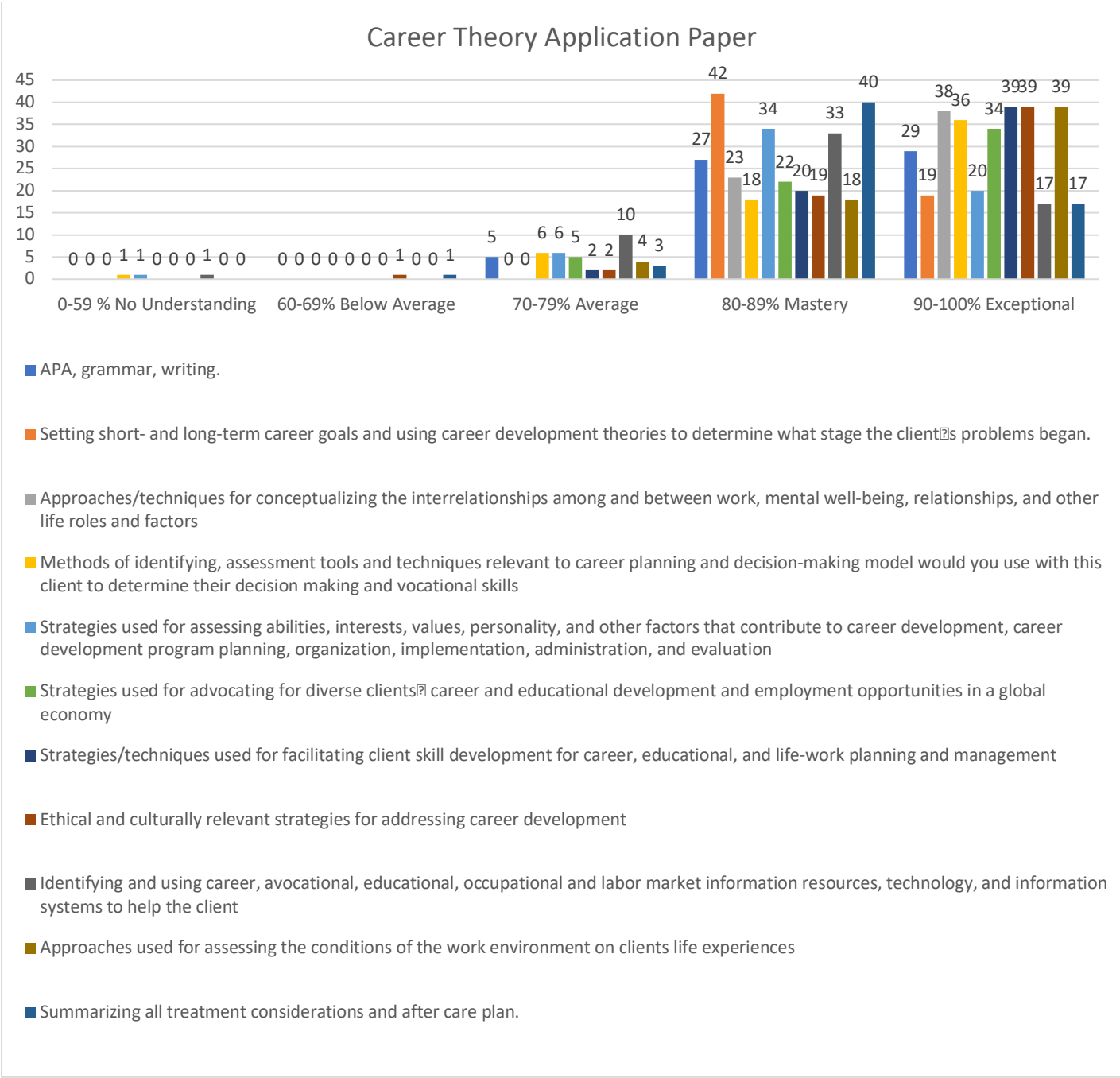
CP 6642: Group Leadership Reaction Paper (*n* = 110)



PSY 6645: Clinical Evaluation Report (*n* = 108)



PSY 6635: Career Theory Application Paper (*n* = 61)


Career Theory Application Paper
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27 42 23 18 34 22 20 19 33 18 40
29 19 38 36 20 34 39 39 17 39 17
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APA, grammar, writing.
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Approaches/techniques for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
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Strategies used for assessing abilities, interests, values, personality, and other factors that contribute to career development, career development program planning, organization, implementation, administration, and evaluation
Strategies used for advocating for diverse clients career and educational development and employment opportunities in a global economy
Strategies/techniques used for facilitating client skill development for career, educational, and life-work planning and management
Ethical and culturally relevant strategies for addressing career development
Identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems to help the client
Approaches used for assessing the conditions of the work environment on clients life experiences
Summarizing all treatment considerations and after care plan.