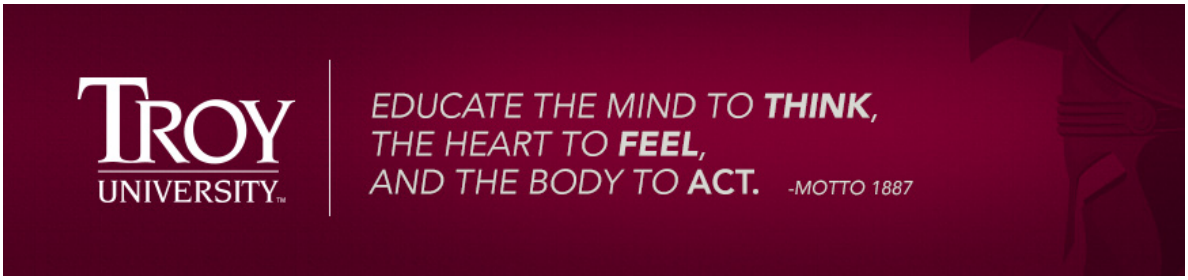


**Troy University**

# Annual Report
# Clinical Mental Health Counseling, Rehabilitation Counseling, & School Counseling
# AY 2018-2019

**Troy University**
**2018-2019 CACREP Annual Report**
**Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling**

## INTRODUCTION

The Troy University Counselor Education Program engages in yearly quantitative and qualitative program evaluation to inform systemic program changes. This evaluation process is guided by the 2009 standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The annual report is intended to provide students, administrators, field site supervisors, and other key stakeholders with information about the vital statistics, program evaluation results, and program modifications initiated for the 2018-2019 academic year.

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

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

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

## CORE FACULTY AND CAMPUS DESIGNATIONS

| Name | Degree & Major | Area | Credentials | Site |
|---|---|---|---|---|
| Babel Korinne | PhD CE | CMHC | LPC, CPCS, NCC, RPT | Phenix City |
| Berry Stephan | PhD CES | SC | LPC | Troy |
| **Booker Samantha** | PhD CES | CMHC, SC | LPC | Dothan |
| Booker Carol | Med Counseling | CMHC | LPC-S | Troy |
| Boyd Lynn | PhD CES | CMHC, SA | LPC, NCC, MAC | Troy |
| Carlson Robert | PhD Psychology & | CMHC | LPC, CCMHC, MAT, CPCS | Phenix City |

| | | | | |
|---|---|---|---|---|
| | Counseling | | | |
| Carns Michael | PhD Counseling | CMHC | LMHC | Panama City |
| Cates Keith | PhD CE | CMHC | LPC-S Alabama, LPC-Georgia, NCC, BC-TMH | Troy |
| Clark Eddie | PhD CES | CMHC, SA | LPS-S, MAC | Montgomery |
| Cox Andrew | EdD Counseling & Ed Psychology | CMHC | GA LPCA, NADCP, LPC, LMFT, LCSW, CRC, MAC, Certified School Counseling & School Psychology | Phenix City |
| Crawford Sherrionda | PhD CE | CMHC, SC | LPC, LPC-S (AL), LPAC, CPCS (GA), SC, NCC | Phenix City |
| Creamer Andrew | PhD CE | CMHC | NCC, LMHC,MAC | Troy |
| Dawson Gregory | PhD Counseling | CMHC | | Altamonte Springs |
| **Deroche Melissa** | PhD CE | CMHC | LPC (AL, LA), MFT, LPC-S (LA), NCC, ACS | Montgomery |
| **Driver Necoal** | PhD CES | CMHC | None | Montgomery |
| Duggar David | EdD Counseling Psychology | CMHC | LMHC, LMFT, CST | Ft Walton Beach |
| **Fairbanks Joel** | PhD Clinical Psychology | CMHC | Licensed Psychologist | Pensacola |
| Faircloth Patrick | PhD Counseling | CMHC | LPC, LPC-S (AL), LPC (MI), NCC, | Troy |
| Fitch Tregon | EdD Counseling | CMHC, SC | LMHC, ACS, NCC, CCMHC | Panama City |
| Giunta Stephen | PhD Marriage & Family Counseling | CMHC | LMHC, NCC, CCMHC | Tampa |
| Hall Tabitha | PhD CE | CMHC | LMHC | Ft. Walton |
| **Hodges Laura** | PhD CE | SC | LPC-S (AL, TX), NCC, ACS, Certified Counselor (TX) | Montgomery |
| Ickes Jeffrey | PhD Counseling Psychology | CMHC | | Augusta |
| **Maiden RodneyJ** | PhD CES | RC | CRC, ALC | Montgomery |
| Marshall Jennifer | EdD Counseling | CMHC | CCMHC, LMHC, ACS, CCBT | Panama City |
| Matise Miles | PhD CES | CMHC | LMHC, LMFT, NCC, ACS CCTP | Ft. Walton |
| Meek | Gregory | CMHC | LMHC (FL), LPC | Altamonte Springs |

| | | | | |
|---|---|---|---|---|
| Gregory | PhD<br>CE | | (VA) | |
| Messina<br>James | PhD<br>CE | CMHC | NCC, CCMHC,<br>DCMHS-T Licensed<br>Psychologist | Tampa |
| Misenhimer-<br>Harpring<br>Mary | PhD<br>CE | CMHC | LPC, CPCS | Augusta |
| Ouellette<br>Linda | PhD<br>CES | CMHC | LMHC, LMFT | Altamonte Springs |
| Pollock<br>Sandra | PhD<br>CE | CMHC | LMHC | 27 |
| Premuda-Conti<br>Paola | PhD<br>Rehabilitation | RC | CRC | 24 |
| Reed<br>Shelley | PhD<br>CES | CMHC, SA | LPC, CACII, MAC,<br>CPCS | 45 |
| **Riley**<br>**Lesley** | PhD<br>CE | CMHC | LPC, NCC, CPCS | 24 |
| Small<br>Lamon | PhD<br>Ed Psy | CMHC | | 24 |
| **Solomon**<br>**Coralis** | PhD<br>CE | CMHC | LMHC, NCC | 9 |
| Tew-Washburn<br>Suzanne | PhD<br>Rehabilitation<br>Counseling | RC | CRC, SPHR | 30 |
| Thompson<br>Sharon | PhD<br>Educational<br>Psychology/Couns<br>eling | CMHC | LMHC, NCC, RPT-S,<br>Licensed School<br>Psychologist | 36 |
| Tucker<br>Brent | PhD<br>Counseling<br>Psychology | CMHC | Licensed<br>Psychologist, NCC | 30 |
| **Upshaw**<br>**April** | PhD<br>CE | CMHC | SLPC | 0 |
| Willis<br>Joel | PhD<br>Vocational<br>Counseling/Special<br>Ed | CMCRC | LPC, CRC, NCC | 27 |

## PROGRAM ASSESSMENT AND EVALUATIONS

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

The following is the tentative timeline for program assessment plans.

| | |
|---|---|
| **August** | **Annual CRIT Division Meeting**<br>Faculty Review of Findings & Plans for Improvement<br>Counseling Curriculum Committee (CCC) Meeting |
| **September** | Consolidate Plans for Improvement |
| **October** | CCC Meeting: Review Consolidated Plans for Improvement & Program Modifications |
| **November** | **Advisory Board Meetings**<br>Review of Findings & Plans for Improvement<br>Recommendations & Modifications |
| **December** | |
| **January** | |
| **February** | Two Year Graduate Follow-Up Survey (GFS) (Conduct in years ending in odd numbers)<br>Review Exit Survey, Grad Satisfaction Survey, Dispositions Data |
| **March** | Employer Survey (Conduct in years ending in odd numbers)<br><br>Faculty Review of Syllabi &Common Assignments |
| **April** | CCC Meeting: Review GFS & Employer Survey Data<br>Plans for Improvement & Program Modifications |
| **May** | |
| **June** | CCC Meeting: Plans for Improvement & Program Modifications |
| **July** | Develop annual assessment report and distribute |

## COUNSELING PROGRAM STUDENT OUTCOMES

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 August 18, 2018.

### Program Enrollment and Completion Rates

| **Rehabilitation Counseling** | |
|---|---|
| Enrollment | 105 |
| Graduates | 19 |

| | |
|---|---|
| Completion Rates | 95% |
| Passed Licensure/Certification Exam | 25% |
| Job Placement | 66% |
| **School Counseling** | |
| Enrollment | 45 |
| Graduates | 34 |
| Completion Rates | 98% |
| Passed Licensure/Certification Exam | 100% |
| **Job Placement | 50% |
| **Clinical Mental Health Counseling** | |
| Enrollment | 686 |
| Graduates | 182 |
| Completion Rates | 95% |
| Passed Licensure/Certification Exam | 50% |
| Job Placement | 60% |

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

**Licensure or Certification Examination Pass Rate**

Passing scores on the CPCE Comprehensive Examination or the Praxis for School Counselors is a graduation requirement, all 235 graduates in 2018 passed at at a 100% pass rate. The national examination encompasses the NBCC core areas that serve as a foundation for the practice of counseling. Complete data are not available on licensure exam passing rates for National Counselor Exam (NCE), because the program doesn't require a passing score on the NCE prior to graduation.

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

# 2018-2019 ASSESSMENT DATA SUMMARY

# Clinical Mental Health Counseling Program Data Results

## Program: Clinical Mental Health Counseling MS Graduate *(60 Hours)*

Augusta/Dothan/Ft. Walton Beach/Montgomery/Orlando/Panama City/Pensacola/Phenix City/Tampa/Troy

**Reporting Period: Fall 2018 – Summer 2019 (1 year reporting cycle)**
**Department:** Department of Counseling, Rehabilitation and Interpreter Training (CRIT)
**Program Chair:** Dr. Lynn Boyd
**Responsible Persons:**
Dr. Laura Hodges (CRIT Assessment Coordinator)
(CRIT Curriculum Committee)
Dr. Tonya Conner (COE Director of Assessment & Institutional Effectiveness)
Marci Shirley (COE Data)

**Part 1. Program Overview:**

**ACADEMIC YEAR 2018-2019:**

**2018-2019 CLINICAL MENTAL HEALTH COUNSELING (M.S.) 60 sh**

**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.

**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

**Coursework for Clinical Mental Health Counseling (60 sh)**

*Required Courses: (51 sh)*

CP 6600 (3) Professional Orientation & Ethics

CP 6601 (3) Legal, Ethical, and Professional Standards

CP 6605 (3) Foundations of Mental Health Counseling

CP 6610 (3) Facilitation Skills and Counseling Techniques

CP 6642 (3) Group Dynamics and Counseling

CP 6649 (3) Theories of Counseling

CP 6691 (3) Research Methodology

PSY 6635 (3) Vocational Psychology and Career Development

PSY 6645 (3) Evaluation and Assessment of the Individual

PSY 6668 (3) Human Lifespan and Development

PSY 6669 (3) Behavior Pathology

PSY 6670 (3) Diagnosis and Treatment Planning

CP 6650 (3) Practicum (100 hours)

CP 6651 (3) Counseling Diverse Populations

CP 6656 (3) Marriage, Family & Sex Therapy Counseling

CP 6659 (3) Internship: Mental Health (300 hours)

CP 6660 (3) Internship: Mental Health (300 hours)

***Select Option I or Option II below: (9 sh)****

***Option I** *(Required for licensure in Florida)*

*CP 6634 (3) Drug Education, Prevention, and Intervention

6 Hours of Advisor approved electives

**-- OR --**

**Option II**

9 sh of Advisor-approved electives

**College of Education's Conceptual Framework:**

**CONCEPTUAL FRAMEWORK:**

College of Education Conceptual Framework:

The Conceptual Framework reflects the commitment to produce informed, innovative and reflective decision makers.

The unit is committed to proven fundamentals and continuous review of practice and research.

Effective College of Education students must demonstrate exceptional knowledge, pedagogy and dispositions.

- **Content**: Knowledge, Conceptual Understanding & Higher-Order thinking
- **Professional Knowledge and Skills**: Knowledge of Clients, Appropriate Methods, Formal and Informal Assessment, Professional Resources, Positive Environment
- **Professional Literacy:** Theories and Theorists, Professional Vocabulary, Syntax and Discourse and Current Developments
- **Diversity**: Respect and Rapport, Equity, Belief in Potential of All, and Globally Conscious
- **Professionalism:** Engaging Clients, Creating Challenging Opportunities, Enabling Independent Growth Through Lifelong Learning

Students graduating from Troy University's counseling programs should:

1. **Content Knowledge:** Obtain knowledge and understanding of the identity, roles, history, philosophy, credentials, licensure, legal/ethical, current trends, practices, supervision models, collaboration-crisis-trauma concepts, and self-care strategies related to the counseling profession.
2. **Professional Literacy**: Gain knowledge and understanding of program evaluation and research methodology to include application, evaluation and analysis of quality research and effective counseling programs.
3. **Professionalism:** Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.
4. **Diversity:** Develop counseling abilities to analyze, evaluate, apply, and create treatment methodologies, therapeutic interventions, assessment techniques, effective cultural strategies, and other abilities that apply to the practice of counseling in school, agency clinical and community settings.
5. **Professional Skills:** Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice.

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

| **Program Student Learning Outcome** | **Measures (Courses)** | **Assessment Criteria (Assignments and Rubric Areas)** | **Results of Assessment** *(Include all locations where your program is offered. Also, include the number of students "meeting and/or exceeding" expectation out of the number observed).* *(Include a cut-off score to meet expectations such as 80%.)* | **Decision** | **Use of Results to Improve Outcomes** |
|---|---|---|---|---|---|
| **SLO #1 Content Knowledge** | SLO #1 Measure 1<br>CP 6600: Professional Orientation & Ethics<br>Quiz #1<br>Measure #1 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(History/Philosophy of Counseling Profession)***<br><br>**TROY overall:**<br>13 Exceptional 90-100% = **(48.15%)**<br>12 Mastery 80-89% = **(44.44%)**<br>0 Average 70-79% = **(0%)**<br>0 Below Average 60-69% = **(0%)**<br>2 No Understanding 0-59% = **(7.41%)**<br>**TOTAL = 27**<br><br>**Augusta**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Dothan**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(92.59%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Ft. Walton Beach**<br>1 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Orlando**<br>2 Exceptional 90-100%<br>5 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Panama City**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Pensacola**<br>1 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Phenix City**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Tampa**<br>9 Exceptional 90-100%<br>7 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>2 No Understanding 0-59%<br><br>**Troy**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **SLO #1 Content Knowledge** | SLO #1/Measure 2<br>CP 6600: Professional Orientation & Ethics<br>Essay #2<br>Measure #2 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Knowledge of the attributes of self-care in counseling profession)***<br><br>**TROY overall:**<br>16 Exceptional 90-100% = **(59.26%)**<br>8 Mastery 80-89% = **(29.63%)**<br>1 Average 70-79% = **(3.70%)**<br>0 Below Average 60-69% = **(0%)**<br>2 No Understanding 0-59% = **(7.41%)**<br>**TOTAL = 27**<br><br>**Augusta**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Dothan**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>1 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(92.59%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Montgomery**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Orlando**<br>5 Exceptional 90-100%<br>1 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Panama City**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Pensacola**<br>1 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Phenix City**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Tampa**<br>9 Exceptional 90-100%<br>7 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>2 No Understanding 0-59%<br><br>**Troy**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **SLO #2 Professional Knowledge & Skills** | SLO #2/Measure 1<br>CP 6610: Facilitation Skills and Counseling Techniques Verbatim Transcript Measure #1 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Demonstrates an understanding of the counseling process in a multicultural society)***<br><br>**TROY overall:**<br>101 Exceptional 90-100% = **(57.39%)**<br>63 Mastery 80-89% = **(35.79%)**<br>8 Average 70-79% = **(4.54%)**<br>2 Below Average 60-69% = **(1.14%)**<br>2 No Understanding 0-59% = **(1.14%)**<br>**TOTAL = 176**<br><br>**Augusta**<br>22 Exceptional 90-100%<br>6 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Dothan**<br>26 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>1 Exceptional 90-100%<br>16 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(97.72%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Montgomery**<br>0 Exceptional 90-100%<br>2 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Orlando**<br>3 Exceptional 90-100%<br>4 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Panama City**<br>8 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Pensacola**<br>13 Exceptional 90-100%<br>5 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Phenix City**<br>2 Exceptional 90-100%<br>13 Mastery 80-89%<br>6 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Tampa**<br>13 Exceptional 90-100%<br>6 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>2 No Understanding 0-59%<br><br>**Troy**<br>13 Exceptional 90-100%<br>11 Mastery 80-89%<br>0 Average 70-79%<br>2 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | ***(Demonstration and evaluation of counselor characteristics and behaviors that influence the helping processes)***<br><br>**TROY overall:**<br>96 Exceptional 90-100% = **(54.55%)**<br>61 Mastery 80-89% = **(34.65%)**<br>15 Average 70-79% = **(8.52%)**<br>2 Below Average 60-69% = **(1.14%)**<br>2 No Understanding 0-59% = **(1.14%)**<br>**TOTAL = 176**<br><br>**Augusta**<br>20 Exceptional 90-100%<br>8 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Dothan**<br>26 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>1 Exceptional 90-100%<br>16 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(97.72%)** | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Montgomery**<br>0 Exceptional 90-100%<br>2 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Orlando**<br>3 Exceptional 90-100%<br>2 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Panama City**<br>2 Exceptional 90-100%<br>6 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Pensacola**<br>13 Exceptional 90-100%<br>5 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Phenix City**<br>2 Exceptional 90-100%<br>12 Mastery 80-89%<br>5 Average 70-79%<br>2 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Tampa**<br>13 Exceptional 90-100%<br>6 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>2 No Understanding 0-59%<br><br>**Troy**<br>16 Exceptional 90-100%<br>4 Mastery 80-89%<br>6 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | ***(Demonstration and evaluation of essential interviewing and counseling skills)***<br><br>**TROY overall:**<br>85 Exceptional 90-100% = **(48.30%)**<br>70 Mastery 80-89% = **(39.77%)**<br>11 Average 70-79% = **(6.25%)**<br>8 Below Average 60-69% = **(4.54%)**<br>2 No Understanding 0-59% = **(1.14%)**<br>**TOTAL = 176**<br><br>**Augusta**<br>16 Exceptional 90-100%<br>12 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Dothan**<br>26 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>1 Exceptional 90-100%<br>16 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(94.32%)** | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Montgomery**<br>0 Exceptional 90-100%<br>2 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Orlando**<br>2 Exceptional 90-100%<br>5 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Panama City**<br>2 Exceptional 90-100%<br>6 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Pensacola**<br>13 Exceptional 90-100%<br>5 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Phenix City**<br>2 Exceptional 90-100%<br>11 Mastery 80-89%<br>2 Average 70-79%<br>6 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Tampa**<br>12 Exceptional 90-100%<br>6 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>2 No Understanding 0-59%<br><br>**Troy**<br>11 Exceptional 90-100%<br>7 Mastery 80-89%<br>6 Average 70-79%<br>2 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | |
|---|---|---|---|---|---|
| **SLO #2 Professional Knowledge & Skills** | SLO#2/Measure 2<br>PSY 6645: Clinical Evaluation Report | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>15 Exceptional 90-100% = **(62.50%)**<br>9 Mastery 80-89% = **(37.50%)**<br>0 Average 70-79% = **(0%)**<br>0 Below Average 60-69% = **(0%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 24** | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(100%)**<br><br>**(Data was not disaggregated by location)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |
| **SLO #3 Professional Literacy** | SLO #3/Measure 1<br>CP 6600 Professional Orientation & Ethics<br>Essay #1<br>Measure #1 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Knowledge of the roles and relationships within the parameters of empathy)***<br><br>**TROY overall:**<br>114 Exceptional 90-100% = **(58.16%)**<br>52 Mastery 80-89% = **(26.53%)**<br>14 Average 70-79% = **(7.14%)**<br>9 Below Average 60-69% = **(4.59%)**<br>7 No Understanding 0-59% = **(3.57%)**<br>**TOTAL = 196**<br><br>**Augusta**<br>9 Exceptional 90-100%<br>12 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(91.83%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Dothan**<br>2 Exceptional 90-100%<br>10 Mastery 80-89%<br>5 Average 70-79%<br>3 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>10 Exceptional 90-100%<br>1 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>5 Exceptional 90-100%<br>9 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br>**Orlando**<br>16 Exceptional 90-100%<br>4 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Panama City**<br>2 Exceptional 90-100%<br>2 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Pensacola**<br>19 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Phenix City**<br>12 Exceptional 90-100%<br>6 Mastery 80-89%<br>2 Average 70-79%<br>6 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Tampa**<br>18 Exceptional 90-100%<br>6 Mastery 80-89%<br>5 Average 70-79%<br>5 Below Average 60-69%<br>7 No Understanding 0-59%<br><br>**Troy**<br>21 Exceptional 90-100%<br>2 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | ***(Knowledge of the roles and responsibilities of the counseling profession in crisis, disaster, trauma-causing events)***<br><br>**TROY overall:**<br>95 Exceptional 90-100% = **(48.47%)**<br>56 Mastery 80-89% = **(28.57%)**<br>24 Average 70-79% = **(12.25%)**<br>13 Below Average 60-69% = **(6.63%)**<br>8 No Understanding 0-59% = **(4.08%)**<br>**TOTAL = 196**<br><br>**Augusta**<br>4 Exceptional 90-100%<br>13 Mastery 80-89%<br>4 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Dothan**<br>5 Exceptional 90-100%<br>8 Mastery 80-89%<br>2 Average 70-79%<br>5 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>10 Exceptional 90-100%<br>1 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☒Failed to meet expectation<br><br>☐Met expectation<br><br>☐Exceeded expectation<br><br>**(89.29%)** | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Montgomery**<br>0 Exceptional 90-100%<br>8 Mastery 80-89%<br>8 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Orlando**<br>9 Exceptional 90-100%<br>7 Mastery 80-89%<br>4 Average 70-79%<br>2 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Panama City**<br>2 Exceptional 90-100%<br>2 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br>**Pensacola**<br>18 Exceptional 90-100%<br>1 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Phenix City**<br>8 Exceptional 90-100%<br>10 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Tampa**<br>18 Exceptional 90-100%<br>6 Mastery 80-89%<br>5 Average 70-79%<br>5 Below Average 60-69%<br>7 No Understanding 0-59%<br><br>**Troy**<br>21 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>1 No Understanding 0-59%<br><br>***(Knowledge of the collaborative process in the counseling profession)***<br><br>**TROY overall:**<br>100 Exceptional 90-100% = **(51.02%)**<br>51 Mastery 80-89% = **(26.02%)**<br>26 Average 70-79% = **(13.27%)**<br>11 Below Average 60-69% = **(5.61%)**<br>8 No Understanding 0-59% = **(4.08%)**<br>**TOTAL = 196**<br><br>**Augusta**<br>5 Exceptional 90-100%<br>13 Mastery 80-89%<br>3 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☒Met expectation<br><br>☐Exceeded expectation<br><br>**(90.31%)** | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Dothan**<br>2 Exceptional 90-100%<br>9 Mastery 80-89%<br>5 Average 70-79%<br>4 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>10 Exceptional 90-100%<br>1 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>0 Exceptional 90-100%<br>9 Mastery 80-89%<br>7 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Orlando**<br>16 Exceptional 90-100%<br>1 Mastery 80-89%<br>4 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br>**Panama City**<br>2 Exceptional 90-100%<br>1 Mastery 80-89%<br>1 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Pensacola**<br>19 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Phenix City**<br>8 Exceptional 90-100%<br>10 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Tampa**<br>18 Exceptional 90-100%<br>6 Mastery 80-89%<br>5 Average 70-79%<br>5 Below Average 60-69%<br>7 No Understanding 0-59%<br><br>**Troy**<br>20 Exceptional 90-100%<br>1 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>1 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **SLO #3 Professional Literacy** | SLO#3/Measure 2 CP 6691: Research Methodology Research Proposal Overall Grade | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>104 Exceptional 90-100% = **(63.41%)**<br>50 Mastery 80-89% = **(30.49%)**<br>7 Average 70-79% = **(4.27%)**<br>1 Below Average 60-69% = **(0.61%)**<br>2 No Understanding 0-59% = **(1.22%)**<br>**TOTAL = 164**<br><br>**Augusta**<br>8 Exceptional 90-100%<br>4 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Dothan**<br>4 Exceptional 90-100%<br>3 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>9 Exceptional 90-100%<br>1 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(98.17%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Montgomery**<br>6 Exceptional 90-100%<br>5 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>2 No Understanding 0-59%<br><br>**Orlando**<br>7 Exceptional 90-100%<br>9 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Panama City**<br>6 Exceptional 90-100%<br>3 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Pensacola**<br>17 Exceptional 90-100%<br>3 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Phenix City**<br>12 Exceptional 90-100%<br>8 Mastery 80-89%<br>2 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Tampa**<br>23 Exceptional 90-100%<br>7 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Troy**<br>12 Exceptional 90-100%<br>7 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **SLO #4 Diversity** | SLO#4/Measure 1 CP 6651: Counseling Diverse Populations Case Study: Ethics, Social Justice & Advocacy Dimensions | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>160 Exceptional 90-100% = **(80%)**<br>25 Mastery 80-89% = **(12.50%)**<br>10 Average 70-79% = **(5.00%)**<br>3 Below Average 60-69% = **(1.50%)**<br>1 No Understanding 0-59% = **(0.50%)**<br>**TOTAL = 200**<br><br>**Augusta**<br>11 Exceptional 90-100%<br>1 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Dothan**<br>16 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>16 Exceptional 90-100%<br>1 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(97.50%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Montgomery**<br>15 Exceptional 90-100%<br>11 Mastery 80-89%<br>3 Average 70-79%<br>3 Below Average 60-69%<br>1 No Understanding 0-59%<br><br>**Orlando**<br>12 Exceptional 90-100%<br>6 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Panama City**<br>16 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Pensacola**<br>21 Exceptional 90-100%<br>2 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Phenix City**<br>2 Exceptional 90-100%<br>3 Mastery 80-89%<br>3 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Tampa**<br>27 Exceptional 90-100%<br>1 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>1 No Understanding 0-59%<br><br>**Troy**<br>24 Exceptional 90-100%<br>0 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **SLO #4 Diversity** | SLO #4/Measure 2 PSY 6635: Vocational Psychology and Career Development Case Study 2 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Career, avocational, educational, occupational and labor market information)***<br>**TROY overall:**<br>129 Exceptional 90-100% = **(69.36%)**<br>41 Mastery 80-89% = **(22.04%)**<br>11 Average 70-79% = **(5.91%)**<br>5 Below Average 60-69% = **(2.69%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 200**<br><br>**Augusta**<br>7 Exceptional 90-100%<br>2 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Dothan**<br>21 Exceptional 90-100%<br>2 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>14 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(97.31%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Montgomery**<br>9 Exceptional 90-100%<br>11 Mastery 80-89%<br>5 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Orlando**<br>12 Exceptional 90-100%<br>4 Mastery 80-89%<br>3 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Panama City**<br>6 Exceptional 90-100%<br>5 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Pensacola**<br>11 Exceptional 90-100%<br>2 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Phenix City**<br>10 Exceptional 90-100%<br>11 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Tampa**<br>25 Exceptional 90-100%<br>3 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Troy**<br>14 Exceptional 90-100%<br>1 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **SLO #5 Professionalism** | SLO #5/Measure 1<br>CP 6600: Professional Orientation & Ethics<br>Essay #3 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Knowledge of the issues of bias and prejudice as they apply to the counseling profession)***<br>**TROY overall:**<br>91 Exceptional 90-100% = **(73.39%)**<br>16 Mastery 80-89% = **(12.90%)**<br>8 Average 70-79% = **(6.45%)**<br>5 Below Average 60-69% = **(4.03%)**<br>4 No Understanding 0-59% = **(3.23%)**<br>**TOTAL = 124**<br><br>**Augusta**<br>9 Exceptional 90-100%<br>3 Mastery 80-89%<br>0 Average 70-79%<br>2 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Dothan**<br>4 Exceptional 90-100%<br>4 Mastery 80-89%<br>3 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>1 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(92.74%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Montgomery**<br>2 Exceptional 90-100%<br>4 Mastery 80-89%<br>4 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Orlando**<br>18 Exceptional 90-100%<br>3 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Panama City**<br>0 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Pensacola**<br>9 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Phenix City**<br>10 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Tampa**<br>21 Exceptional 90-100%<br>2 Mastery 80-89%<br>0 Average 70-79%<br>2 Below Average 60-69%<br>4 No Understanding 0-59%<br><br>**Troy**<br>17 Exceptional 90-100%<br>0 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **SLO #5 Professionalism** | SLO #5/Measure 2 CP 6649: Theories of Counseling/ Personal Counseling Theory Paper | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>52 Exceptional 90-100% = **(26.80%)**<br>79 Mastery 80-89% = **(40.72%)**<br>45 Average 70-79% = **(23.20%)**<br>14 Below Average 60-69% = **(7.22%)**<br>4 No Understanding 0-59% = **(2.06%)**<br>**TOTAL = 194**<br><br>**Augusta**<br>15 Exceptional 90-100%<br>4 Mastery 80-89%<br>5 Average 70-79%<br>1 Below Average 60-69%<br>1 No Understanding 0-59%<br><br>**Dothan**<br>5 Exceptional 90-100%<br>4 Mastery 80-89%<br>5 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Ft. Walton Beach**<br>6 Exceptional 90-100%<br>8 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>1 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☒Met expectation<br><br>☐Exceeded expectation<br><br>**(90.72%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Montgomery**<br>1 Exceptional 90-100%<br>9 Mastery 80-89%<br>14 Average 70-79%<br>4 Below Average 60-69%<br>1 No Understanding 0-59%<br><br>**Orlando**<br>4 Exceptional 90-100%<br>1 Mastery 80-89%<br>1 Average 70-79%<br>1 Below Average 60-69%<br>1 No Understanding 0-59%<br><br>**Panama City**<br>0 Exceptional 90-100%<br>7 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Pensacola**<br>12 Exceptional 90-100%<br>5 Mastery 80-89%<br>2 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | **Phenix City**<br>0 Exceptional 90-100%<br>6 Mastery 80-89%<br>10 Average 70-79%<br>5 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Tampa**<br>2 Exceptional 90-100%<br>22 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Troy**<br>7 Exceptional 90-100%<br>13 Mastery 80-89%<br>7 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | | |

**Part 4: Curriculum Map**

Please list in the left column any courses that you will use to assess the program student learning outcomes and put an X in the cell to the right of the course under a specific SLO that the course is used to assess. Alternatively, use of the letters "I" "D" or "M" is appropriate to indicate the level of the student learning outcome (see the legend below the table).

*Note:* List all core or required courses and any elective courses to be used to assess the program student learning outcomes.

| Course and Assignment | Program Student Learning Outcome (SLO) | | | | |
|---|---|---|---|---|---|
| | **SLO 1** | **SLO 2** | **SLO 3** | **SLO 4** | **SLO 5** |
| **SLO #1 CONTENT KNOWLEDGE:** CP 6600: Professional Orientation & Ethics Quiz #1 Measure #1 | **X (I)** | | | | |
| **SLO #1 CONTENT KNOWLEDGE:** CP 6600: Professional Orientation & Ethics Essay #2 Measure #2 | **X (I)** | | | | |
| **SLO #2 PROFESSIONAL KNOWLEDGE & SKILLS:** CP 6610: Facilitation Skills and Counseling Techniques Verbatim Transcript Measure #1 | | **X (I/D)** | | | |
| **SLO #2 PROFESSIONAL KNOWLEDGE & SKILLS:** PSY 6645: Assessment of the Individual Clinical Evaluation Report Measure #2 | | **X (M)** | | | |
| **SLO #3 PROFESSIONAL LITERACY:** CP 6600: Professional Orientation & Ethics Essay #1 Measure #1 | | | **X (I)** | | |
| **SLO #3 PROFESSIONAL LITERACY:** CP 6691: Research Methodology Research Proposal Measure #2 | | | **X (M)** | | |
| **SLO #4 DIVERSITY:** CP 6651: Counseling Diverse Populations Case Study-Ethics, Social Justice & Advocacy Measure #1 | | | | **X (D)** | |
| **SLO #4 DIVERSITY:** PSY 6635: Vocational Psychology and Career Development Case Study #2 Measure #2 | | | | **X (D)** | |
| **SLO #5 PROFESSIONALISM:** CP 6600: Professional Orientation & Ethics Essay #3 Measure #1 | | | | | **X (I)** |
| **SLO #5 PROFESSIONALISM:** CP 6649: Theories of Counseling Personal Counseling Theory Paper Measure #2 | | | | | **X (I/D)** |

*Note: Add rows if needed.*

**I=Basic or Introductory Level**
**D=Developing Level**
**M=Advanced Level (show mastery)**

**Part 5: Summary Conclusions**

Please include any additional information deemed important to this HOMER report.

**Review of the reported DATA for the 2018-2019 Clinical Mental Health Counseling Program Data Review:**

- The data shows that out of the 14 measures, 11 rank in the Exceeded Expectation, 2 rank in the Met Expectation, and 1 in the Failed to Meet Expectation. This indicates that the design of the Graduate Counseling: Clinical Mental Health is strongly aligned with the required standards and the students are demonstrating a strong ability to demonstrate understanding of the selected SLO's.
- Recruitment into the program remains at the forefront of the College of Education and the Graduate Counseling: Clinical Mental Health program.
- With the pressing need to increase the quantity of effective professional counselors, the Graduate Counseling: Clinical Mental Health Curriculum Committee is in a continuous mode of the Deming Cycle: Plan, Do, Study (check) and Act.

# Rehabilitation Counseling Program Data Results

**Program:** Rehabilitation Counseling MS Graduate *(48 Hours)*
Dothan//Montgomery/Phenix City/Troy

**Reporting Period: Fall 2018 – Summer 2019 (1 year reporting cycle)**

**Department:** Department of Counseling, Rehabilitation and Interpreter Training (CRIT)
**Responsible Persons:**
Program Chair: Dr. Lynn Boyd
Dr. Laura Hodges (Assessment Coordinator)
(CRIT Curriculum Committee)
Dr. Tonya Conner (COE Director of Assessment & Institutional Effectiveness)
Marci Shirley (COE Data)

## Part 1. Program Overview:

**ACADEMIC YEAR 2018-2019:**

**2018-2019 REHABLITATION COUNSELING (M.S.) 48 sh**

The Rehabilitation Counseling program at Troy University is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through 2023. Students are admitted each semester. Those interested in applying should complete an application at www.troy.edu/ admissions. The Rehabilitation Counseling program was awarded the RSA Long Term Training Grant in 2005, 2010, and again in 2015. This grant makes scholarships available to Rehabilitation Counseling students who intend to work in a nonprofit rehabilitation setting. Any student interested in applying for the scholarship should contact his or her advisor for an application and further details on the scholarship.

Student outcomes are evaluated using common assignments in all required courses. In addition, students must complete a program midpoint evaluation and a final dispositions evaluation during their last internship. All student outcome evaluations are based on CACREP standards and data is collected using LiveText. Students must also successfully pass a comprehensive exam prior to graduation. Students enrolled in the rehabilitation counseling program can opt to take the CPCE or CRC exam for their comprehensive exam.

The Rehabilitation Counseling program is offered on the Dothan, Montgomery, Phenix City and Troy campuses. There are six faculty members who are Certified Rehabilitation Counselors (CRC). As of Spring 2013, Troy University has 87 students (full and part time students combined) on the four campuses. Approximately 84% of the students are from underrepresented groups, including those with disabilities. In 2012, a total of 16 students graduated from the program. These graduates work in a variety of settings including state rehabilitation agencies (Alabama, Florida, and Georgia), the VA, and community rehabilitation programs.

**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.

**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.

***Coursework for Rehabilitation Counseling (48 sh)***

*Required Courses: (45 sh)*

CP 6600 (3) Professional Orientation & Ethics

CP 6610 (3) Facilitation Skills and Counseling Techniques

CP 6649 (3) Theories of Counseling

PSY 6645 (3) Evaluation and Assessment of the Individual

CP 6691 (3) Research Methodology

CP 6651 (3) Counseling Diverse Populations

PSY 6635 (3) Vocational Psychology and Career Development

PSY 6668 (3) Human Lifespan and Development

CP 6650 (3) Practicum (100 hours)

CP 6670 (3) Internship: Rehabilitation Counseling (300 hours)

CP 6671 (3) Internship: Rehabilitation Counseling (300 hours)

PSY 6688 (3) Medical/Psychosocial Aspects of Disability

CP 6652 (3) Rehabilitation Delivery and Process

CP 6686 (3) Job Development and Placement

CP 6642 (3) Group Dynamics and Counseling

*Select one (adviser approval required): (3 sh)*

PSY 6664 (3) Assessment of Disabling Conditions

CP 6682 (3) Leadership and Advocacy: Deaf and Hard-of-Hearing Services

CP 6685 (3) Case Management

CP 6687 (3) Job Development, Placement, and Workforce Accommodations for Individuals with Severe Disabilities

CP 6680 (3) Seminar: Counseling Approaches to Working with Individuals who are Deaf/Hard-of-Hearing

CP 6681 (3) Seminar: Counseling Approaches to Working with Visual Impairments

OR

*Adviser-Approved Elective in Rehabilitation Counseling*

**College of Education's Conceptual Framework:**

**CONCEPTUAL FRAMEWORK:**

College of Education Conceptual Framework:

The Conceptual Framework reflects the commitment to produce informed, innovative

and reflective decision makers. The unit is committed to proven fundamentals and continuous review of practice and research.

Effective College of Education students must demonstrate exceptional knowledge, pedagogy and dispositions.

- **Content**: Knowledge, Conceptual Understanding & Higher-Order thinking
- **Professional Knowledge and Skills**: Knowledge of Clients, Appropriate Methods, Formal and Informal Assessment, Professional Resources, Positive Environment
- **Professional Literacy:** Theories and Theorists, Professional Vocabulary, Syntax and Discourse and Current Developments
- **Diversity**: Respect and Rapport, Equity, Belief in Potential of All, and Globally Conscious
- **Professionalism:** Engaging Clients, Creating Challenging Opportunities, Enabling Independent Growth Through Lifelong Learning

Students graduating from Troy University's counseling programs should:

1. **Content Knowledge:** Obtain knowledge and understanding of the identity, roles, history, philosophy, credentials, licensure, legal/ethical, current trends, practices, supervision models, collaboration-crisis-trauma concepts, and self-care strategies related to the counseling profession.
2. **Professional Literacy**: Gain knowledge and understanding of program evaluation and research methodology to include application, evaluation and analysis of quality research and effective counseling programs.
3. **Professionalism**: Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.
4. **Diversity:** Develop counseling abilities to analyze, evaluate, apply, and create treatment methodologies, therapeutic interventions, assessment techniques, effective cultural strategies, and other abilities that apply to the practice of counseling in school, agency clinical and community settings.
5. **Professional Skills:** Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice.

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

| **Program Student Learning Outcome** | **Measures (Courses)** | **Assessment Criteria (Assignments and Rubric Areas)** | **Results of Assessment**<br>*(Include all locations where your program is offered. Also, include the number of students "meeting and/or exceeding" expectation out of the number observed).*<br>*(Include a cut-off score to meet expectations such as 80%.)* | **Decision** | **Use of Results to Improve Outcomes** |
|---|---|---|---|---|---|
| **SLO #1 Content Knowledge** | SLO #1 Measure 1<br>CP 6600: Professional Orientation & Ethics<br>Quiz #1<br>Measure #1 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(History/Philosophy of Counseling Profession)***<br>**TROY overall:**<br>No Data Exceptional 90-100% = **(0%)**<br>No Data Mastery 80-89% = **(0%)**<br>No Data Average 70-79% = **(0%)**<br>No Data Below Average 60-69% = **(0%)**<br>No Data No Understanding 0-59% = **(0%)**<br>**TOTAL = 0**<br><br>**Dothan**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Montgomery**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | ☐Failed to meet expectation<br>☐Met expectation<br>☐Exceeded expectation<br>**(0%)**<br>**NO DATA AVAILABLE** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Phenix City**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Troy**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | | |
| **SLO #1 Content Knowledge** | SLO #1/Measure 2<br>CP 6600: Professional Orientation & Ethics<br>Essay #2<br>Measure #2 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Knowledge of the attributes of self-care in counseling profession)***<br><br>**TROY overall:**<br>No Data Exceptional 90-100% = **(0%)**<br>No Data Mastery 80-89% = **(0%)**<br>No Data Average 70-79% = **(0%)**<br>No Data Below Average 60-69% = **(0%)**<br>No Data No Understanding 0-59% = **(0%)**<br>**TOTAL = 0**<br><br>**Dothan**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☐Exceeded expectation<br><br>**(0%)**<br><br>**NO DATA AVAILABLE** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Montgomery**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Phenix City**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Troy**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | | |

| | | | | | |
|---|---|---|---|---|---|
| **SLO #2 Professional Skills** | SLO #2/Measure 1<br>CP 6610: Facilitation Skills and Counseling Techniques Verbatim Transcript Measure #1 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Demonstrates an understanding of the counseling process in a multicultural society)***<br><br>**TROY overall:**<br>41 Exceptional 90-100% = **(53.25%)**<br>26 Mastery 80-89% = **(33.77%)**<br>8 Average 70-79% = **(10.39%)**<br>2 Below Average 60-69% = **(2.59%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 77**<br><br>**Dothan**<br>26 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>0 Exceptional 90-100%<br>2 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Phenix City**<br>2 Exceptional 90-100%<br>13 Mastery 80-89%<br>6 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(97.41%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Troy**<br>13 Exceptional 90-100%<br>11 Mastery 80-89%<br>0 Average 70-79%<br>2 Below Average 60-69%<br>0 No Understanding 0-59% | | |
| **SLO #2 Professional Skills** | SLO#2/Measure 2 PSY 6645: Clinical Evaluation Report | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>15 Exceptional 90-100% = **(62.50%)**<br>9 Mastery 80-89% = **(37.50%)**<br>0 Average 70-79% = **(0%)**<br>0 Below Average 60-69% = **(0%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 24** | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(100%)**<br><br>**(Data was not disaggregated by location)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| **SLO #3 Professional Literacy** | SLO #3/Measure 1<br>CP 6600 Professional Orientation & Ethics<br>Essay #1<br>Measure #1 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Knowledge of the roles and relationships within the parameters of empathy)***<br><br>**TROY overall:**<br>40 Exceptional 90-100% = **(47.06%)**<br>27 Mastery 80-89% = **(31.76%)**<br>9 Average 70-79% = **(10.59%)**<br>9 Below Average 60-69% = **(10.59%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 85**<br><br>**Dothan**<br>2 Exceptional 90-100%<br>10 Mastery 80-89%<br>5 Average 70-79%<br>3 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>5 Exceptional 90-100%<br>9 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Phenix City**<br>12 Exceptional 90-100%<br>6 Mastery 80-89%<br>2 Average 70-79%<br>6 Below Average 60-69%<br>0 No Understanding 0-59% | ☒Failed to meet expectation<br><br>☐Met expectation<br><br>☐Exceeded expectation<br><br>**(89.41%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Troy**<br>21 Exceptional 90-100%<br>2 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |
| **SLO #3 Professional Literacy** | SLO#3/Measure 2 CP 6691: Research Methodology Research Proposal Overall Grade | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>34 Exceptional 90-100% = **(50.75%)**<br>23 Mastery 80-89% = **(34.33%)**<br>7 Average 70-79% = **(10.45%)**<br>1 Below Average 60-69% = **(1.49%)**<br>2 No Understanding 0-59% = **(2.99%)**<br>**TOTAL = 67**<br><br>**Dothan**<br>4 Exceptional 90-100%<br>3 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>6 Exceptional 90-100%<br>5 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>2 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(95.53%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Phenix City**<br>12 Exceptional 90-100%<br>8 Mastery 80-89%<br>2 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Troy**<br>12 Exceptional 90-100%<br>7 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |
| **SLO #4 Diversity** | SLO#4/Measure 1<br>CP 6651: Counseling Diverse Populations<br>Case Study: Ethics, Social Justice & Advocacy Dimensions | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>57 Exceptional 90-100% = **(69.51%)**<br>14 Mastery 80-89% = **(17.07%)**<br>7 Average 70-79% = **(8.54%)**<br>3 Below Average 60-69% = **(3.66%)**<br>1 No Understanding 0-59% = **(1.25%)**<br>**TOTAL = 82**<br><br>**Dothan**<br>16 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(95.12%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Montgomery**<br>15 Exceptional 90-100%<br>11 Mastery 80-89%<br>3 Average 70-79%<br>3 Below Average 60-69%<br>1 No Understanding 0-59%<br><br>**Phenix City**<br>2 Exceptional 90-100%<br>3 Mastery 80-89%<br>3 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Troy**<br>24 Exceptional 90-100%<br>0 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | |
|---|---|---|---|---|---|
| **SLO #4 Diversity** | SLO #4/Measure 2 PSY 6635: Vocational Psychology and Career Development Case Study 2 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Career, avocational, educational, occupational and labor market information)***<br>**TROY overall:**<br>54 Exceptional 90-100% = **(62.07%)**<br>25 Mastery 80-89% = **(28.74%)**<br>5 Average 70-79% = **(5.75%)**<br>3 Below Average 60-69% = **(3.45%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 87**<br><br>**Dothan**<br>21 Exceptional 90-100%<br>2 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>9 Exceptional 90-100%<br>11 Mastery 80-89%<br>5 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Phenix City**<br>10 Exceptional 90-100%<br>11 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(96.56%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Troy**<br>14 Exceptional 90-100%<br>1 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | | |
| **SLO #5 Professionalism** | SLO #5/Measure 1<br>CP 6600: Professional Orientation & Ethics<br>Essay #3 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Knowledge of the issues of bias and prejudice as they apply to the counseling profession)***<br>**TROY overall:**<br>33 Exceptional 90-100% = **(68.75%)**<br>8 Mastery 80-89% = **(16.67%)**<br>7 Average 70-79% = **(14.58%)**<br>0 Below Average 60-69% = **(0%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 48**<br><br>**Dothan**<br>4 Exceptional 90-100%<br>4 Mastery 80-89%<br>3 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>2 Exceptional 90-100%<br>4 Mastery 80-89%<br>4 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(100%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Phenix City**<br>10 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Troy**<br>17 Exceptional 90-100%<br>0 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |
| **SLO #5 Professionalism** | SLO #5/Measure 2 CP 6649: Theories of Counseling/ Personal Counseling Theory Paper | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>13 Exceptional 90-100% = **(13.98%)**<br>32 Mastery 80-89% = **(34.41%)**<br>36 Average 70-79% = **(38.71%)**<br>11 Below Average 60-69% = **(11.83%)**<br>1 No Understanding 0-59% = **(1.08%)**<br>**TOTAL = 93**<br><br>**Dothan**<br>5 Exceptional 90-100%<br>4 Mastery 80-89%<br>5 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | ☒Failed to meet expectation<br><br>☐Met expectation<br><br>☐Exceeded expectation<br><br>**(87.10%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Montgomery**<br>1 Exceptional 90-100%<br>9 Mastery 80-89%<br>14 Average 70-79%<br>4 Below Average 60-69%<br>1 No Understanding 0-59%<br><br>**Phenix City**<br>0 Exceptional 90-100%<br>6 Mastery 80-89%<br>10 Average 70-79%<br>5 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Troy**<br>7 Exceptional 90-100%<br>13 Mastery 80-89%<br>7 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | | |

**Part 4: Curriculum Map**

Please list in the left column any courses that you will use to assess the program student learning outcomes and put an X in the cell to the right of the course under a specific SLO that the course is used to assess. Alternatively, use of the letters "I" "D" or "M" is appropriate to indicate the level of the student learning outcome (see the legend below the table).

*Note:* List all core or required courses and any elective courses to be used to assess the program student learning outcomes.

| **Course and Assignment** | **Program Student Learning Outcome (SLO)** | | | | |
|---|---|---|---|---|---|
| | **SLO 1** | **SLO 2** | **SLO 3** | **SLO 4** | **SLO 5** |
| **SLO #1 CONTENT KNOWLEDGE:** CP 6600: Professional Orientation & Ethics Quiz #1 Measure #1 | **X (I)** | | | | |
| **SLO #1 CONTENT KNOWLEDGE:** CP 6600: Professional Orientation & Ethics Essay #2 Measure #2 | **X (I)** | | | | |
| **SLO #2 PROFESSIONAL KNOWLEDGE & SKILLS:** CP 6610: Facilitation Skills and Counseling Techniques Verbatim Transcript Measure #1 | | **X (I/D)** | | | |
| **SLO #2 PROFESSIONAL KNOWLEDGE & SKILLS:** PSY 6645: Assessment of the Individual Clinical Evaluation Report Measure #2 | | **X (M)** | | | |
| **SLO #3 PROFESSIONAL LITERACY:** CP 6600: Professional Orientation & Ethics Essay #1 Measure #1 | | | **X (I)** | | |
| **SLO #3 PROFESSIONAL LITERACY:** CP 6691: Research Methodology Research Proposal Measure #2 | | | **X (M)** | | |
| **SLO #4 DIVERSITY:** CP 6651: Counseling Diverse Populations Case Study-Ethics, Social Justice & Advocacy Dimensions Measure #1 | | | | **X (D)** | |
| **SLO #4 DIVERSITY:** PSY 6635: Vocational Psychology and Career Development Case Study #2 Measure #2 | | | | **X (D)** | |
| **SLO #5 PROFESSIONALISM:** CP 6600: Professional Orientation & Ethics Essay #3 Measure #1 | | | | | **X (I)** |
| **SLO #5 PROFESSIONALISM:** CP 6649: Theories of Counseling Personal Counseling Theory Paper Measure #2 | | | | | **X (I/D)** |

*Note: Add rows if needed.*

**I=Basic or Introductory Level**
**D=Developing Level**
**M=Advanced Level (show mastery)**

**Part 5: Summary Conclusions**

Please include any additional information deemed important to this HOMER report.

**Review of the reported DATA for the 2018-2019 HOMER Report:**

- The data shows that out of the 10 measures, 6 rank in the Exceeded Expectation, 2 in the Failed to Meet Expectation, and 2 there was no data available. This indicates that the design of the Graduate Counseling: Rehabilitation Counseling is strongly aligned with the required standards and the students are demonstrating a strong ability to demonstrate understanding of the selected SLO's.
- Recruitment into the program remains at the forefront of the College of Education and the Graduate Counseling: Rehabilitation Counseling program.
- With the pressing need to prepare effective Rehabilitation Counselors for the current climate, the Graduate Counseling: Rehabilitation Counseling Curriculum Committee is in a continuous mode of the Deming Cycle: Plan, Do, Study (check) and Act.

# School Counseling Program Data Results

**Program:** School Counseling MSEd Graduate *(48 Hours)*
Dothan/Montgomery/Phenix City/Troy

**Reporting Period: Fall 2018 – Summer 2019 (1 year reporting cycle)**

**Department:** Department of Counseling, Rehabilitation and Interpreter Training (CRIT)
**Responsible Persons:**
Program Chair: Dr. Lynn Boyd
Dr. Laura Hodges (Assessment Coordinator)
(CRIT Curriculum Committee)
Dr. Tonya Conner (COE Director of Assessment & Institutional Effectiveness)
Marci Shirley (COE Data)

**Part 1. Program Overview:**

**ACADEMIC YEAR 2018-2019:**

**2018-2019 SCHOOL COUNSELING (M.S.) 48 sh**

**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.

**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).

**Additional School Counseling Requirements:**

1. Hold a valid Teaching Certificate in any field. Temporary, provisional, and other nonrenewable certifications are not acceptable. (See below for admission option for students without a current Teaching Certificate).
2. To complete certification requirements, students also must have two years of professional experience. Traditional School Counseling- Effective July 1, 2017 and thereafter, two full years of full-time, acceptable professional educational work experience for admission to the program.
3. A minimum cumulative/overall graduating grade point average of 2.5 (Effective July 1, 2017, a GPA of 2.75 is required) on the baccalaureate transcript.
4. Successful completion of a criminal background check/fingerprinting.

**There is no Conditional Admission for the School Counseling program.**

***Note:*** *Candidates are restricted to six hours of graduate coursework prior to admission to the Graduate Teacher Education Program (GTEP) School Counseling.*

*Admission to CACREP Accredited School Counseling Program without Teaching Certificate*

*(Option offered by Alabama State Department of Education):*

1. Students who have an earned bachelor's degree from a regionally accredited college or university but who did not complete a bachelor's or master's degree professional educator preparation program may apply for admission to a Troy University CACREP accredited school counseling program.
2. Students applying to the program must meet all University and Counseling & Psychology program admission requirements as outlined in this catalog.
3. Successful completion of a criminal background check/ fingerprinting.

Required Courses: (45sh)

CP 6600 (3) Professional Orientation and Ethics

CP 6610 (3) Facilitation Skills and Counseling Techniques

CP 6642 (3) Group Dynamics and Counseling

CP 6645 (3) Current Trends in School Counseling

CP 6649 (3) Theories of Counseling

CP 6691 (3) Research Methodology

CP 6651 (3) Counseling Diverse Populations

CP 6641 (3) School Counseling Program Management

PSY 6606 (3) Interventions for Children and Adolescents

PSY 6645 (3) Evaluation and Assessment of the Individual

PSY 6668 (3) Human Lifespan and Development

CP 6650 (3) Practicum (100 hours)

CP 6657 (3) Internship: School Counseling (300 hours)

CP 6658 (3) Internship: School Counseling (300 hours)

PSY 6635 (3) Vocational Psychology and Career Development

*Electives*

*Students must take one advisor approved elective (3sh)*

**Students who have not taken the survey of special education course are required to take that course. After July 1, 2017, a special education course must be at the graduate level.*

**College of Education's Conceptual Framework:**

**CONCEPTUAL FRAMEWORK:**

College of Education Conceptual Framework:

The Conceptual Framework reflects the commitment to produce informed, innovative

and reflective decision makers. The unit is committed to proven fundamentals and continuous review of practice and research.

Effective College of Education students must demonstrate exceptional knowledge, pedagogy and dispositions.

- **Content**: Knowledge, Conceptual Understanding & Higher-Order thinking
- **Professional Knowledge and Skills**: Knowledge of Clients, Appropriate Methods, Formal and Informal Assessment, Professional Resources, Positive Environment
- **Professional Literacy:** Theories and Theorists, Professional Vocabulary, Syntax and Discourse and Current Developments
- **Diversity**: Respect and Rapport, Equity, Belief in Potential of All, and Globally Conscious
- **Professionalism:** Engaging Clients, Creating Challenging Opportunities, Enabling Independent Growth Through Lifelong Learning

Students graduating from Troy University's counseling programs should:

1. **Content Knowledge:** Obtain knowledge and understanding of the identity, roles, history, philosophy, credentials, licensure, legal/ethical, current trends, practices, supervision models, collaboration-crisis-trauma concepts, and self-care strategies related to the counseling profession.
2. **Professional Literacy**: Gain knowledge and understanding of program evaluation and research methodology to include application, evaluation and analysis of quality research and effective counseling programs.
3. **Professionalism**: Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.
4. **Diversity:** Develop counseling abilities to analyze, evaluate, apply, and create treatment methodologies, therapeutic interventions, assessment techniques, effective cultural strategies, and other abilities that apply to the practice of counseling in school, agency clinical and community settings.
5. **Professional Skills:** Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice.

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

| **Program Student Learning Outcome** | **Measures (Courses)** | **Assessment Criteria (Assignments and Rubric Areas)** | **Results of Assessment**<br>*(Include all locations where your program is offered. Also, include the number of students "meeting and/or exceeding" expectation out of the number observed).*<br>*(Include a cut-off score to meet expectations such as 80%.)* | **Decision** | **Use of Results to Improve Outcomes** |
|---|---|---|---|---|---|
| **SLO #1 Content Knowledge** | SLO #1 Measure 1<br>CP 6600: Professional Orientation & Ethics<br>Quiz #1<br>Measure #1 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(History/Philosophy of Counseling Profession)***<br>**TROY overall:**<br>No Data Exceptional 90-100% = **(0%)**<br>No Data Mastery 80-89% = **(0%)**<br>No Data Average 70-79% = **(0%)**<br>No Data Below Average 60-69% = **(0%)**<br>No Data No Understanding 0-59% = **(0%)**<br>**TOTAL = 0**<br><br>**Dothan**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Montgomery**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | ☐Failed to meet expectation<br>☐Met expectation<br>☐Exceeded expectation<br>**(0%)**<br>**NO DATA AVAILABLE** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Phenix City**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Troy**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | | |
| **SLO #1 Content Knowledge** | SLO #1/Measure 2<br>CP 6600: Professional Orientation & Ethics<br>Essay #2<br>Measure #2 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Knowledge of the attributes of self-care in counseling profession)***<br><br>**TROY overall:**<br>No Data Exceptional 90-100% = **(0%)**<br>No Data Mastery 80-89% = **(0%)**<br>No Data Average 70-79% = **(0%)**<br>No Data Below Average 60-69% = **(0%)**<br>No Data No Understanding 0-59% = **(0%)**<br>**TOTAL = 0**<br><br>**Dothan**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☐Exceeded expectation<br><br>**(0%)**<br><br>**NO DATA AVAILABLE** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Montgomery**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Phenix City**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59%<br><br>**Troy**<br>No Data Exceptional 90-100%<br>No Data Mastery 80-89%<br>No Data Average 70-79%<br>No Data Below Average 60-69%<br>No Data No Understanding 0-59% | | |

| | | | | | |
|---|---|---|---|---|---|
| **SLO #2 Professional Skills** | SLO #2/Measure 1<br>CP 6610: Facilitation Skills and Counseling Techniques Verbatim Transcript Measure #1 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Demonstrates an understanding of the counseling process in a multicultural society)***<br><br>**TROY overall:**<br>41 Exceptional 90-100% = **(53.25%)**<br>26 Mastery 80-89% = **(33.77%)**<br>8 Average 70-79% = **(10.39%)**<br>2 Below Average 60-69% = **(2.59%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 77**<br><br>**Dothan**<br>26 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>0 Exceptional 90-100%<br>2 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Phenix City**<br>2 Exceptional 90-100%<br>13 Mastery 80-89%<br>6 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(97.41%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Troy**<br>13 Exceptional 90-100%<br>11 Mastery 80-89%<br>0 Average 70-79%<br>2 Below Average 60-69%<br>0 No Understanding 0-59% | | |
| **SLO #2 Professional Skills** | SLO#2/Measure 2 PSY 6645: Clinical Evaluation Report | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>15 Exceptional 90-100% = **(62.50%)**<br>9 Mastery 80-89% = **(37.50%)**<br>0 Average 70-79% = **(0%)**<br>0 Below Average 60-69% = **(0%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 24** | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(100%)**<br><br>**(Data was not disaggregated by location)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| **SLO #3 Professional Literacy** | SLO #3/Measure 1<br>CP 6600 Professional Orientation & Ethics<br>Essay #1<br>Measure #1 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Knowledge of the roles and relationships within the parameters of empathy)***<br><br>**TROY overall:**<br>40 Exceptional 90-100% = **(47.06%)**<br>27 Mastery 80-89% = **(31.76%)**<br>9 Average 70-79% = **(10.59%)**<br>9 Below Average 60-69% = **(10.59%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 85**<br><br>**Dothan**<br>2 Exceptional 90-100%<br>10 Mastery 80-89%<br>5 Average 70-79%<br>3 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>5 Exceptional 90-100%<br>9 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Phenix City**<br>12 Exceptional 90-100%<br>6 Mastery 80-89%<br>2 Average 70-79%<br>6 Below Average 60-69%<br>0 No Understanding 0-59% | ☒Failed to meet expectation<br><br>☐Met expectation<br><br>☐Exceeded expectation<br><br>**(89.41%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| **SLO #3 Professional Literacy** | | | **Troy**<br>21 Exceptional 90-100%<br>2 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br>☐Met expectation<br>☒Exceeded expectation<br>**(95.53%)** | |
| | SLO#3/Measure 2 CP 6691: Research Methodology Research Proposal Overall Grade | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>34 Exceptional 90-100% = **(50.75%)**<br>23 Mastery 80-89% = **(34.33%)**<br>7 Average 70-79% = **(10.45%)**<br>1 Below Average 60-69% = **(1.49%)**<br>2 No Understanding 0-59% = **(2.99%)**<br>**TOTAL = 67**<br><br>**Dothan**<br>4 Exceptional 90-100%<br>3 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>6 Exceptional 90-100%<br>5 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>2 No Understanding 0-59% | | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Phenix City**<br>12 Exceptional 90-100%<br>8 Mastery 80-89%<br>2 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Troy**<br>12 Exceptional 90-100%<br>7 Mastery 80-89%<br>2 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |
| **SLO #4 Diversity** | SLO#4/Measure 1 CP 6651: Counseling Diverse Populations Case Study: Ethics, Social Justice & Advocacy Dimensions | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>57 Exceptional 90-100% = **(69.51%)**<br>14 Mastery 80-89% = **(17.07%)**<br>7 Average 70-79% = **(8.54%)**<br>3 Below Average 60-69% = **(3.66%)**<br>1 No Understanding 0-59% = **(1.25%)**<br>**TOTAL = 82**<br><br>**Dothan**<br>16 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(95.12%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Montgomery**<br>15 Exceptional 90-100%<br>11 Mastery 80-89%<br>3 Average 70-79%<br>3 Below Average 60-69%<br>1 No Understanding 0-59%<br><br>**Phenix City**<br>2 Exceptional 90-100%<br>3 Mastery 80-89%<br>3 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Troy**<br>24 Exceptional 90-100%<br>0 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |

| | | | | | |
|---|---|---|---|---|---|
| **SLO #4 Diversity** | SLO #4/Measure 2 PSY 6635: Vocational Psychology and Career Development Case Study 2 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Career, avocational, educational, occupational and labor market information)***<br>**TROY overall:**<br>54 Exceptional 90-100% = **(62.07%)**<br>25 Mastery 80-89% = **(28.74%)**<br>5 Average 70-79% = **(5.75%)**<br>3 Below Average 60-69% = **(3.45%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 87**<br><br>**Dothan**<br>21 Exceptional 90-100%<br>2 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>9 Exceptional 90-100%<br>11 Mastery 80-89%<br>5 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Phenix City**<br>10 Exceptional 90-100%<br>11 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(96.56%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Troy**<br>14 Exceptional 90-100%<br>1 Mastery 80-89%<br>0 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | | |
| **SLO #5 Professionalism** | SLO #5/Measure 1 CP 6600: Professional Orientation & Ethics<br>Essay #3 | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | ***(Knowledge of the issues of bias and prejudice as they apply to the counseling profession)***<br>**TROY overall:**<br>33 Exceptional 90-100% = **(68.75%)**<br>8 Mastery 80-89% = **(16.67%)**<br>7 Average 70-79% = **(14.58%)**<br>0 Below Average 60-69% = **(0%)**<br>0 No Understanding 0-59% = **(0%)**<br>**TOTAL = 48**<br><br>**Dothan**<br>4 Exceptional 90-100%<br>4 Mastery 80-89%<br>3 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Montgomery**<br>2 Exceptional 90-100%<br>4 Mastery 80-89%<br>4 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | ☐Failed to meet expectation<br><br>☐Met expectation<br><br>☒Exceeded expectation<br><br>**(100%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Phenix City**<br>10 Exceptional 90-100%<br>0 Mastery 80-89%<br>0 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Troy**<br>17 Exceptional 90-100%<br>0 Mastery 80-89%<br>1 Average 70-79%<br>0 Below Average 60-69%<br>0 No Understanding 0-59% | | |
| **SLO #5 Professionalism** | SLO #5/Measure 2 CP 6649: Theories of Counseling/ Personal Counseling Theory Paper | **Target: 90%** of the candidates reached the Exceptional, Mastery, Average level of performance.<br><br>**LEVELS:**<br>Exceptional 90-100%<br>Mastery 80-89%<br>Average 70-79%<br>Below Average 60-69%<br>No Understanding 0-59% | **TROY overall:**<br>13 Exceptional 90-100% = **(13.98%)**<br>32 Mastery 80-89% = **(34.41%)**<br>36 Average 70-79% = **(38.71%)**<br>11 Below Average 60-69% = **(11.83%)**<br>1 No Understanding 0-59% = **(1.08%)**<br>**TOTAL = 93**<br><br>**Dothan**<br>5 Exceptional 90-100%<br>4 Mastery 80-89%<br>5 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | ☒Failed to meet expectation<br><br>☐Met expectation<br><br>☐Exceeded expectation<br><br>**(87.10%)** | 1. Refinement of the data collection so that each course and each program can be evaluated according to Student Learning.<br><br>2. Refinement of the data distribution to the faculty so they have time to apply the Deming's Cycle.<br><br>3. Set protocols for helping those students who fall below the targeted level. |

| | | | | | |
|---|---|---|---|---|---|
| | | | **Montgomery**<br>1 Exceptional 90-100%<br>9 Mastery 80-89%<br>14 Average 70-79%<br>4 Below Average 60-69%<br>1 No Understanding 0-59%<br><br>**Phenix City**<br>0 Exceptional 90-100%<br>6 Mastery 80-89%<br>10 Average 70-79%<br>5 Below Average 60-69%<br>0 No Understanding 0-59%<br><br>**Troy**<br>7 Exceptional 90-100%<br>13 Mastery 80-89%<br>7 Average 70-79%<br>1 Below Average 60-69%<br>0 No Understanding 0-59% | | |

**Part 4: Curriculum Map**

Please list in the left column any courses that you will use to assess the program student learning outcomes and put an X in the cell to the right of the course under a specific SLO that the course is used to assess. Alternatively, use of the letters "I" "D" or "M" is appropriate to indicate the level of the student learning outcome (see the legend below the table).

*Note:* List all core or required courses and any elective courses to be used to assess the program student learning outcomes.

| **Course and Assignment** | **Program Student Learning Outcome (SLO)** | | | | |
|---|---|---|---|---|---|
| | **SLO 1** | **SLO 2** | **SLO 3** | **SLO 4** | **SLO 5** |
| **SLO #1 CONTENT KNOWLEDGE:** CP 6600: Professional Orientation & Ethics Quiz #1 Measure #1 | **X (I)** | | | | |
| **SLO #1 CONTENT KNOWLEDGE:** CP 6600: Professional Orientation & Ethics Essay #2 Measure #2 | **X (I)** | | | | |
| **SLO #2 PROFESSIONAL KNOWLEDGE & SKILLS:** CP 6610: Facilitation Skills and Counseling Techniques Verbatim Transcript Measure #1 | | **X (I/D)** | | | |
| **SLO #2 PROFESSIONAL KNOWLEDGE & SKILLS:** PSY 6645: Assessment of the Individual Clinical Evaluation Report Measure #2 | | **X (M)** | | | |
| **SLO #3 PROFESSIONAL LITERACY:** CP 6600: Professional Orientation & Ethics Essay #1 Measure #1 | | | **X (I)** | | |
| **SLO #3 PROFESSIONAL LITERACY:** CP 6691: Research Methodology Research Proposal Measure #2 | | | **X (M)** | | |
| **SLO #4 DIVERSITY:** CP 6651: Counseling Diverse Populations Case Study-Ethics, Social Justice & Advocacy Dimensions Measure #1 | | | | **X (D)** | |
| **SLO #4 DIVERSITY:** PSY 6635: Vocational Psychology and Career Development Case Study #2 Measure #2 | | | | **X (D)** | |
| **SLO #5 PROFESSIONALISM:** CP 6600: Professional Orientation & Ethics Essay #3 Measure #1 | | | | | **X (I)** |
| **SLO #5 PROFESSIONALISM:** CP 6649: Theories of Counseling Personal Counseling Theory Paper Measure #2 | | | | | **X (I/D)** |

*Note: Add rows if needed.*

**I=Basic or Introductory Level**
**D=Developing Level**
**M=Advanced Level (show mastery)**

**Part 5: Summary Conclusions**

Please include any additional information deemed important to this HOMER report.

**Review of the reported DATA for the 2018-2019 School Counseling Program Data Review:**

- The data shows that out of the 10 measures, 6 rank in the Exceeded Expectation, 2 in the Failed to Meet Expectation, and 2 there was no data available. This indicates that the design of the Graduate Counseling: School Counseling is strongly aligned with the required standards and the students are demonstrating a strong ability to demonstrate understanding of the selected SLO's.
- Recruitment into the program remains at the forefront of the College of Education and the Graduate Counseling: School Counseling program.
- With the pressing need to prepare effective Professional School Counselors for the current school climate, the Graduate Counseling: School Counseling Curriculum Committee is in a continuous mode of the Deming Cycle: Plan, Do, Study (check) and Act.

**Program Changes Based Upon Survey Data**

The assessment meetings were held in the fall of 2018. Faculty discussed the qualitative and quantitative survey results and determined program changes based upon survey data. The program changes indicated below were agreed upon in the fall of 2018 and are based upon student survey data. The implementation of most of the program adjustments will occur in 2020 though some adjustments have already been partially implemented.

1. Please review the handout for the mission/vision make edits and return

2. The CCC agreed to utilize Zoom for all departmental video conferencing needs.

3. CACREP Steering Committee was formed to assist the program with moving the program curriculum to the 2016 CACREP Standards.

4. While students continue to meet program and professional standards expectations, there are often student and faculty complaints related to the number of common assignments. The assessments will be reduced when the department adopts the 2016 standards.

5. A Division Committee of CSI Chapters was formed. Dr. Crawford will chair the committee.

6. Due to low enrollment, School Counseling Specialty courses are now offered online.

7. There were no changes based upon the Employer Survey.