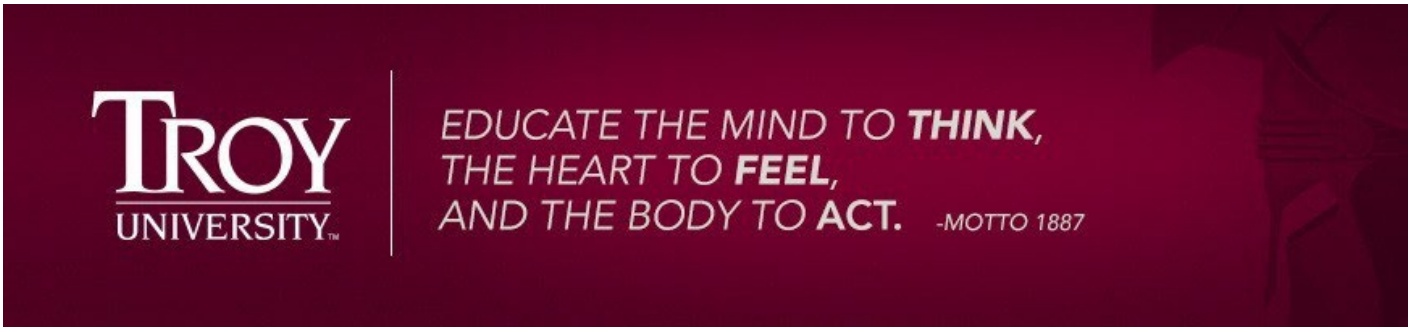


Troy University

College of Education and Behavioral Sciences

Department of Counseling, Rehabilitation, and Interpreter Training

Annual Report Program Evaluation Report

Clinical Mental Health Counseling
Rehabilitation Counseling
School Counseling
AY 2024-2025

Troy University
2024-2025 CACREP Annual Program Evaluation Report
Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling

INTRODUCTION

The Troy University Counselor Education Program engages in continuous quantitative and qualitative program evaluations to inform systemic program changes. This evaluation process is guided by the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. The annual report is intended to provide students, administrators, field site supervisors, and other key stakeholders with information about the vital statistics, program evaluation results, and program modifications initiated for the 2024-2025 academic year.

The Troy University Counselor Education Program is administered through the Department of Counseling, Rehabilitation, and Interpreter Training (CRIT) in the College of Education and Behavioral Sciences. Dr. Sherrionda Crawford was the department chair of the department for the 2024-2025 academic year. The following annual report was prepared by Dr. Emma Quadlander-Goff, the Assessment Coordinator of CRIT. The Counseling Program leads to a Master of Science or Master of Education degree. The program delivers three CACREP-accredited program areas:

- Master of Education: School Counseling (SC)
- Master of Science: Clinical Mental Health Counseling (CMHC)
- Master of Science: RehabilitationCounseling (RC)

For the 2024-2025 academic year, the program was approved to transition online with each campus location completing teach-out plans. The teach-out plans included the scheduling of on-ground courses with anticipated dates to offer courses fully online. For ease of reviewing and evaluating program data, the on-ground class data was not separated from online coursework due to the transition. The CACREP-accredited RC and SC programs were previously offered at the following Alabama campuses: Dothan, Montgomery, Phenix City, and Troy. The CACREP-accredited CMHC program was offered at the four Alabama campuses (Dothan, Montgomery, Phenix City, and Troy); four locations in Florida (Fort Walton, Panama City, Pensacola, and Tampa); and at the Augusta, Georgia site.

CORE FACULTY 2024-2025

Campus designations prior to the transition are provided below.

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

PROGRAM ASSESSMENT AND EVALUATIONS

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

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

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

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

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

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

PROGRAM EVALUATION DIMENSIONS

1. PRACTICUM AND INTERNSHIP EVALUATIONS

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

Clinical Mental Health Counseling

- *"Intern demonstrates a compassionate approach in her work with clients in addition to linking sessions. She incorporates a person-centered approach in therapy. Intern is receptive to feedback and takes initiative in recognizing areas of clinical practice that she would like to focus on in supervision."*
- *"Intern has demonstrated a strong commitment to the field and actively participates in case conceptualization. Student used active listening, empathy, and rapport building consistently. Intern maintains professionalisms, meet ethical standards, and adapt her clinical practice to challenging circumstances with clients."*
- *"Intern has been able to ongoingly build confidence in his clinical practice, employing techniques related to theoretical orientations appropriate for the population he works with, and collaborating on case conceptualization. Intern has demonstrated use of an ethical decision-making model and continuously maintains professionalism in clinical practice. He researches evidence-based approaches that are applicable to the population he serves."*

School Counseling

- *"The school counseling intern demonstrated exceptional skills and professionalism, forming strong relationships with students, parents, and faculty. She adjusted well to new environments and confidently took the lead when faced with unexpected situations."*
- *"[redacted] has great potential as a future employee. She interacts in a professional manner with parents and students alike. Her caring and compassionate nature allows her to interact with our community in a meaningful way."*
- *"[redacted] does an exceptional job working with students. She is a team player. She utilizes data to work on goals for the counseling program. She is receptive to constructive criticism. She is always trying to improve her counseling skills and assist with the goals of the school. She will be an asset to any school counseling program."*

Rehabilitation Counseling

- *"Would write a recommendation for a job in the rehabilitation counseling field for this student. She has a great deal of knowledge and experience and will be an asset to any employer."*
- *"[redacted] is currently employed with Vocational Rehabilitation (VR). She continues to do well throughout her internship. She continues to show increased understanding of the VR process and counseling techniques."*
- *"I see potential in this student to be a practitioner with integrity that I would be willing to work with.*

Although he is new to the field of substance use disorder treatment, he shows eagerness and enthusiasm to learn. He is willing to prepare for new tasks and is conscientious."

Additional reports on practicum and internship evaluations are located under section 5.b. (pg. 18).

2. OBSERVATIONS OF PROGRAM

a. COUNSELING CURRICULUM COMMITTEE/STEERING COMMITTEE

The following major topics were discussed during meetings amongst faculty:

- A proposed "Plagiarism and Turnitin Policy" was approved by the faculty to ensure consistency across courses that require written assignments
- A 600-hour internship was approved to be offered to students
- Practicum/internship documentation was streamlined into Supervision Assist
- To keep consistency across online coursework, all assignments are due Sunday evenings
- Course lead instructors met with faculty after online courses were completed and integrated feedback from students into the course design accordingly
- NCE registration process was modified to offer students the option to sit for the exam ongoingly as opposed to specific timeframes

b. STUDENTS

i. STUDENT FEEDBACK SURVEY

Students provide observations of the counseling programs throughout their matriculation via a student feedback survey and discussions with faculty. Students rated the following areas on a 5-point Likert scale wherein *5 = Excellent, 4 = Good, 3 = Average, 2 = Fair, and 1 = Poor*. The student feedback survey indicated the following results:

Area	Ratings (*N* = 36)
Overall quality of your academic program	Excellent: 37.14% Good: 42.86% Average: 14.29% Fair: 2.86% Poor: 2.86%
Overall academic advising	Excellent: 38.89% Good: 38.89% Average: 11.11% Fair: 0.00% Poor: 11.11%
Overall academic instruction	Excellent: 44.44% Good: 38.89% Average: 8.33% Fair: 5.56% Poor: 2.78%
In-class instruction	Excellent: 44.44% Good: 36.11% Average: 8.33% Fair: 8.33% Poor: 2.78%

Online instruction	Excellent: 16.67% Good: 36.11% Average: 30.56% Fair: 11.11% Poor: 5.56%
Faculty accessibility	Excellent: 33.33% Good: 38.89% Average: 13.89% Fair: 8.33% Poor: 5.56%
Course availability	Excellent: 30.56% Good: 22.22% Average: 22.22% Fair: 16.67% Poor: 8.33%
Field experience (practicum/internship)	Excellent: 40.00% Good: 28.00% Average: 12.00% Fair: 4.00% Poor: 16.00%
Class schedule	Excellent: 36.11% Good: 27.78% Average: 22.22% Fair: 8.33% Poor: 5.56%
Registration process/student planning	Excellent: 40.00% Good: 37.14% Average: 17.14% Fair: 2.86% Poor: 2.86%
Overall clinical training thus far	Excellent: 34.38% Good: 31.25% Average: 18.75% Fair: 9.38% Poor: 6.25%
Overall services/support	Excellent: 25.00% Good: 41.67% Average: 27.78% Fair: 2.78% Poor: 2.78%

Additionally, the following observations were reported by students during the 24-25 academic year:

- *"The professors are great. Dr. [redacted] helped me improve my writing skills. Dr. [redacted] gave me courage to speak up in class"*
- *"I'm glad that I am far into my clinical mental health counseling program because I don't think the move to the program being offered online is the best. Fortunately, there are not a lot of my classes that this effects. If I were earlier in my program, I would probably look elsewhere. There are just certain classes, such as Facilitations and Group Counseling that are going to be lacking in an online setting."*
- *"I do enjoy my time at Troy because of the home feeling. I do hope it continues for years to*

come so that other students can have a similar experience."

- *"Dr. [redacted] was a fantastic advisor/instructor. Her inclusion of experiential group activities makes learning fun. It is unfortunate that the program will be switching to an online format as future cohorts will not receive such involved instruction."*
- *"I prefer in person classes. I liked Dr. [redacted] and Dr. [redacted]s online class structures. I enjoyed all of my classes."*
- *"Practicum/internships needs to be overhauled to ensure student success. Partnerships in the river regions/Auburn/Opelika need to be formed and solidified. Students should not have to randomly call or email practices."*
- *"I am not satisfied with the school's decision to move this program online. I will not recommend the program to people unless they are specifically looking for online CACREP programs. In my opinion, several of the courses will lose some of their impact when taught in online format. As someone who learns better with in-person instruction, I now feel pressured to complete my courses before December 2025."*
- *"It is disappointing that the counseling program is moving to online classes only."*
- *"In class experience is extremely valuable!"*

ii. RESIDENCY SURVEY

A requirement of the online counseling program is student attendance to residency for the Group Dynamics (CP 6642) course and the Evaluation & Assessment of the Individual (PSY 6645) courses. As this was the first cohort of online students, the program held its first residency for CP 6642 at the Dothan campus. The three-day event consisted of an orientation to residency, group therapy demonstrations facilitated by advisory board members, experiential activities provided by instructors, student presentation of projects, and completion of Fitness-to-Practice (FTP) evaluations. The residency included the engagement of 115 online students, five course instructors, eight advisory board members, and the departmental leadership team.

A residency survey was disseminated on the final day to welcome feedback from students about the experience. A total of 47 students completed the survey. Students were prompted to rank their least to most valuable experiences at the residency. The highest scoring item that students found most valuable was participating in student-led group demonstrations (n = 17). The second ranked items for most valuable experience was the welcome event led by departmental leadership (n = 15) and attending the advisory board member's group demonstrations (n = 15). The item that students endorsed as the least valuable was the FTP feedback meeting with faculty instructors (n = 12). Moreover, 100% (n = 47) indicated that residency improved their learning experience. The following comments were made regarding the student's learning experience at the residency:

- *"Being able to sit through a group during an entire process and observe others conduct groups helped me. I feel as though I was able to learn new things and techniques from everyone."*
- *It was a great experience to be able to apply the knowledge I've gained and the skills I've learned about so far in the program."*
- *I think residency allowed me to gain confidence in myself. Being an online student can be isolating. Getting in person feedback on my group demonstration made me feel better about my progression through the program. I also enjoyed meeting my classmates and professors in person and putting names to faces. I thought residency improved my learning experience because it allowed for a safe space for positive affirmations and critiques from fellow classmates and my professor. I think I learned and gained the 'in person' feel that comes along with counseling."*

Students rated their satisfaction level with core areas of the residency on a scale of *1 = lowest* to *5 = highest*. Of the 47 students who completed the survey, most of the students rated high satisfaction on campus location (*n* = 36), meals (*n* = 24), meeting rooms (*n* = 32), parking (*n* = 45), registration procedures (*n* = 39), residency days (*n* = 31) and overall residency experience (*n* = 36). The following descriptions were provided by students as areas to improve upon for residency:

- *"I would have liked to see more group sessions led by professionals. The group I was in did a wonderful job and taught me so much, but I would have liked to see others."*
- *"I think the residency should be a little bit longer, that way it gives the students the opportunity to apply the techniques and approaches multiple times."*
- *"I would have rather had one morning of observation of our professors leading a group, and one afternoon of group participation with community leaders, then the next day it would be our turn to demonstrate our knowledge of leading a group."*

Students also provided the following additional comments:

- *"It was so wonderful to be amongst my peers. I really felt 'at home."*
- *"I had a really wonderful time! It was a little overwhelming at first not knowing anyone, but I think I was able to build good relationships and connections throughout the residency process."*
- *"I enjoyed the ice breaker and role-play with my professor. I feel that our class was connected in a beautiful way, and we all created a safe environment to be vulnerable and accepting."*
- *"I thoroughly enjoyed the advisory board members group facilitations as I got the chance to see two professionals in different specializations and their respective therapeutic skills. The introduction to residency was amazing, and every faculty member and instructor was welcoming. The whole experience could be summarized as educational, insightful, supportive, and encouraging."*

c. ADJUNCTS

There is no information reportable by adjuncts for the 24-25 academic year.

d. ADVISORY BOARD COMMITTEE

ADVISORY BOARD MEETINGS

The advisory board virtual meeting occurred on March 13th, 2025. Before the meeting, advisory board members were provided with a report outlining program goals and the average scores for student learning outcomes (SLOs) based on counseling specialty area. A total of 12 advisory board members (excluding faculty) were invited to attend the meeting: two CMHC and one rehabilitation to represent Ft. Walton Beach, Pensacola, and Panama City; one CMHC and one rehabilitation to represent Tampa; one CMHC to represent Augusta; and two school, two rehabilitation, and two CMHC to represent Alabama campuses. Advisory board members represented Troy University, Clarvida of Georgia, Southeast Alabama Youth Services, Lakeview Center, the Alabama Department of Rehabilitation, and Daleville City Schools.

All members reviewed the program's mission statement, and program objectives, activities, content, and requirements. The counseling specialty areas met via breakout sessions during the meeting. CMHC advisory board members discussed updates to the program, faculty changes, student enrollment, and practicum/internship site placements. The school counseling advisory board members collaborated on multidisciplinary approaches to counseling and application of theories. Lastly, the rehabilitation counseling advisory board members covered assisting students in developing their professional identity and utilization of Supervision Assist.

In addition to attending the meeting, advisory board members were invited to complete a survey to provide ratings (1 = *Strongly Disagree* to *5 = Strongly Agree*) on the program areas listed in the table below. In general, the feedback from the location advisory board members indicated that Troy University Counseling Students are well-prepared to work with clients in a variety of settings (n = 7; 87.5%). The chart below provides the advisory board discussion items and scoring.

Specialty Area	**Advisory Board Items & Scores**
CMHC (n = 6)	• Mission Statement: The mission statement reflects current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society o 83.33% of advisory board members rated "Strongly Agree" • Program Objectives: The mission and objectives relate to program activities including practicum and internship o 83.33% of advisory board members rated "Strongly Agree" • Program Activities: The mission and objectives relate to program activities including practicum and internship o 83.33% of advisory board members rated "Strongly Agree" • CMHC: Program content and requirements sufficiently prepare students for work in the counseling specialty area o 96.66% of the advisory board members rated "Strongly Agree"
School (n = 2)	• Mission Statement: The mission statement reflects current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society o 100% of advisory board members rated "Strongly Agree" • Program Outcomes: The mission and objectives relate to program activities including practicum and internship o 100% of advisory board members rated "Somewhat Agree" • Program Activities: The mission and objectives relate to program activities including practicum and internship o 100% of advisory board members rated "Somewhat Agree" • School: Program content and requirements sufficiently prepare students for work in the counseling specialty area o 100% of advisory board members rated "Somewhat Agree"
Rehabilitation (n = 2)	• Mission Statement: The mission statement reflects current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society o 100% of advisory board members rated "Somewhat Agree" • Program Outcomes: The mission and objectives relate to program activities including practicum and internship o 50% of advisory board members rated "Strongly Agree" • Program Activities: The mission and objectives relate to program activities including practicum and internship o 50% of advisory board members rated "Somewhat Agree" • Rehabilitation: Program content and requirements sufficiently prepare students for work in the counseling specialty area o 100% of advisory board members rated "Somewhat Agree"

Additional points of discussion based on counseling specialty area included:

Clinical Mental Health Counseling

- Strengths
    - The faculty brings extensive expertise and provides strong support to both the practicum/internship sites and the students
    - Students are well-prepared clinically, demonstrate professionalism, work effectively as team players, show response, and uphold strong ethical standards
- Needs/Areas for Improvement
    - Place greater emphasis on developing treatment plans, clinical documentation, and diagnostic skills
    - Increase the integration of substance use disorder content throughout the curriculum
    - Incorporate guidelines for appropriate and inappropriate use of AI-generated clinical notes
        - Explore the role and limitations of AI in counseling settings
- Concerns
    - Transitioning the program to an online asynchronous format

School Counseling

- Strengths
    - Students demonstrate professionalism and good skill development
    - Students are prepared to assessing program outcomes through assessing school data
- Needs/Areas for Improvement
    - Place greater emphasis on work-life balance and methods of self-care
    - Further policy information on public education is needed in curriculum
- Concerns
    - Teaching student's appropriate advocacy skills for the school setting

Rehabilitation Counseling

- Strengths
    - Effectively preparing students to engage with and support individuals from diverse cultural and social backgrounds
    - Equipping students with the skills and knowledge to work competently with individuals of all abilities and disabilities
- Needs/Areas for Improvement
    - Clarify the unique role of rehabilitation counselors and how it differs from related fields, while emphasizing the transferability of core helping skills across various settings
    - Highlight the importance of professionalism, particularly during practicum and internship experiences

    - Encourage long-term student engagement with rehabilitation organizations like ADRS, the VA, and Easter Seals
    - Promote diverse learning by encouraging students to engage with multiple professionals during practicum/internship, not just their site supervisor
- Concerns
    - Clarify current licensing and certification requirements, including recent changes in Florida
    - Highlight regional variations in available services and programs, such as the presence of absence of initiatives like Project SEARCH

3. KEY PERFORMANCE INDICATORS

a. FITNESS-TO-PRACTICE EVALUATIONS

See Section 6 (pg. 25).

b. COMMON ASSIGNMENTS & RUBRICS

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

c. REMEDIATION

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

4. SURVEYS

a. EXIT SURVEY

Current students must complete the Exit Survey during the last semester of their program to report their plans on advancement in the field of counseling, and professional goals regarding licensure and additional education. Students also indicate awards that they have received while in the program, professional memberships, publications and other research related activities, and their knowledge and application of the 8 core CACREP areas. Students are also prompted to provide additional feedback. Responses were on a Likert scale that had a range of *0 = Strongly Disagree* to *7* = Strongly Agree. A total of 61 students completed the survey. Of the respondents, 90.16% indicated that they planned on becoming an LPC or LMHC. Three respondents endorsed that they would obtain their CRC. The results are as follows:

Content Area	*M*
Preparation as a professional counselor to synthesize theoretical and empirical knowledge from academic disciplines into the practice of counseling.	5.37
Preparation as a professional counselor to implement the role of the counselor to meet the needs of diverse clients/students/consumers.	5.40
Preparation as a professional counselor to provide professional care in the diagnosis, assessment, and treatment of clients/students/consumers.	5.23

Preparation as a professional counselor to utilize critical thinking in the application of counseling skills that provide therapeutic interventions for individuals, groups, families, and communities.	5.33
Preparation as a professional counselor to evaluate research for the applicability of its finding to the practice of counseling.	5.28
Preparation as a professional counselor to utilize counseling skills to promote positive mental health with clients/students/consumers with the context of their environments.	5.47
Preparation as a professional counselor to accept responsibility and accountability for the effectiveness of the practice of counseling.	5.52
Preparation as a professional counselor to practice ethical and legal standards of professional counseling.	5.62
Preparation as a professional counselor to continue professional development for current developments and new therapeutic methods.	5.48
Student's overall experience with regard to Troy University counseling program provides excellent training for future counselors.	5.23

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

Most Valuable Experiences	Least Valuable Experiences
"The most valuable point of my counseling training was the integration of theory with practical skills. The opportunity to learn various counseling techniques, understanding psychological theories, and applying them in supervised settings provides a strong foundation for professional practice.	*"Studying for and taking the CPCE"* *"Lack of testing in each class to prepare students to take the CPCE/NCE."*
"Instructors were helpful and reachable at all times, and most courses offered hands on experience in class."	*"In real world practice, the paperwork is very different than what was discussed in class, maybe an additional class on record keeping and note writing for insurance companies would be helpful."*
"The most valuable aspect of this program was attending in-person. This provided me with the opportunity to engage in experiential activities and develop relationships with my professors and advisors. The latter has proven to be significantly meaningful as they have modeled exceptional mentorship and professionalism and encouraged my success as an academic and helping professional."	*"Online coursework" and "MindTap assignments"*
"The most valuable aspect of training is the face-to-face classes that promote student interaction and role-playing exercises to prepare students for what they may encounter in the field."	*"Finding rehabilitation counseling opportunities in the area for internships"*
"Small in-person classes where I have the opportunity to discuss counseling issues and solutions."	*"The vocational and evaluation/assessment coursework"*
"The in-person practicum class with guidance from professors as to dig, probe, and uncover issues."	*"The least helpful aspect was that in a couple of classes, there was minimal interaction from the teacher and a lot of canceled class days, so a lot of that information ended up being self-taught."*
"Learning about multicultural counseling and how to counsel different populations."	*"I feel that certain courses needed to be a little longer and needed to have more education, specifically to treatment planning."*

"Being placed in a real-world clinical setting allowed me to apply theory to practice under the supervision of experienced professionals. These experiences helped refine my clinical skills in assessment, diagnosis, and treatment planning."	*"Not doing enough hands-on learning and having too many internships, which was very difficult financially"*
"Learning research methodology and why that is important and having individual supervision in practicum."	
"Ethics, counseling skills, friendship, and support."	
"Learning to use interventions like CBT and narrative therapy."	

Additional comments included:

- *"Amazing program filled with highly knowledgeable professors and advisors. Highly intriguing coursework and real time demonstrations."*
- *"My experience at Troy has been perfect for me and I'm so glad I got to go through while classes were still meeting in person. The most valuable of my experiences was all of the support and mentorship I got from key professors: Drs. [redacted], [redacted], and [redacted]. My experience has been incredible and I'm proud to be a Troy graduate of this program."*
- *"This was a wonderful experience that has prepared me for my counseling career."*
- *"Having to complete hands-on training with internship sites and receiving weekly feedback with the faculty supervisor."*
- *"The most valuable thing to come from the program was the professors I had. I will continue to stay in touch with them."*

b. GRADUATE ALUMNI SURVEY

The department has used information from alumni surveys to inform programmatic change. In Spring 2025, the Troy University Graduate Alumni Survey was emailed to program graduates. The email explained that the survey's intent was to collect their views on the preparation and training of Troy University counseling students and that their responses would be utilized in making important decisions in preparing and training students in our programs. Alumni survey results were discussed during the Fall Convocation Meeting.

The survey consisted of 46 questions and took about 15 minutes to complete. It was emailed to 35 graduates. There were 7 completed responses received, which is a 20% response rate.

Results in brief (see full results for details):

The three highest rated areas were: (1) Counseling and Helping Relationships (100%), (2) Professional Counseling Orientation and Ethical Practice (100%), and (3) Social and Cultural Diversity (96%).

Of the seven respondents, only one reported a low score in the following area: (1) Career Development (14.2%).

The graduates identified membership within the following counseling organizations: American Counseling Association (ACA), International Association for Resilience and Trauma Counseling (IARTC), Alabama Counseling Association (ALCA), and Chi Sigma Iota (CSI).

Overall, the graduates stated that the program well prepared them for the practice of professional counseling (100%). Specific feedback included:

- *"I learned a lot through personal clinical examples given by professors"*
- *"The faculty was one of the most valuable points in my counseling training. The faculty were always willing to help and answer any questions I had. They were welcoming and non-judgmental, and I never had an issue asking for support"*
- *"The professors were extremely kind, knowledgeable, and helpful. The classes provided a solid foundational education to excel in a career as a counselor"*
- *"I benefitted the most by learning about ethics, law, and multiculturalism"*
- *"I have heard that the counseling program is now entirely online. I think that is a huge disservice to the students, their professors, and future employers"*

c. PROGRAM DEMOGRAPHICS SURVEY

Students complete a Program Demographics Survey during their first term/semester in the program. The survey collects information on the student's ethnicity, gender identity, age, membership in the armed services, geographic location, and counseling specialty areas.

A total of 185 students completed the survey with 16.76% identifying as male (*n* = 31) and 83.24% identifying as female (*n* = 154). Most of the students reported that they identified as White, Non-Hispanic (*n* = 100; 54.05%) and 28.10% identified as African American, Non-Hispanic (*n* = 52). Other students identified as Hispanic/Latino of Any Race (*n* = 14; 7.56%), Asian (*n* = 1; 0.5%), Two or More Races (*n* = 18; 9.72%).

Of the students that completed the survey, 152 entered their age, indicating a range from 20 to 76 years old. The average age of the students was 32.05. None of the students inputted that they were members of the armed services. A total of 152 students endorsed their location with the majority of students residing in the Southern United States (*n* = 143; 94.07%), 2 students were located in the Northeastern United States (e.g., NY, PA, RI; 1.31%), 6 students indicated Other (3.94%), and 1 was located in the Western United States (e.g., CA, AZ, NM; 0.65%).

According to the survey, 154 students responded to counseling specialty areas with most of the students being enrolled in the Clinical Mental Health Counseling program (*n* = 124; 80.51%), 9 students enrolled in the Rehabilitation Counseling program (58.44%), and 23 students enrolled in the School Counseling program (14.93%).

All students that completed the survey were enrolled in Troy Online.

d. EMPLOYER SURVEY

In Spring 2025, the Troy University Employer Survey was emailed to employers of program graduates across all nine (9) locations. The email explained that the survey was sent to collect their views on the preparation and training of Troy University counseling students and that their responses would be utilized in making important decisions in preparing and training students in our programs.

The survey consisted of 17 questions and took about 7 minutes to complete. It was emailed to 13 employers. There were 3 completed responses received, which is a 23.07% response rate. Of the completed responses received, 66.66% were associated with Alabama campus locations and 33.33% from Florida locations.

Overall, the employers rated the program graduates as well prepared for the practice of professional counseling (100%), and all the respondents indicated a willingness to hire program graduates. The following areas had the highest scores regarding employees from Troy University counseling programs: **Social and Cultural Diversity (100%)**, **Research and Program Evaluation (100%)**, and **Professional Counseling Orientation and Ethical Practice (100%)**.

Of the respondents, areas for students to improve upon included Counseling and Helping Relationships. Additional specific feedback included:

- *"I have grave concerns as the program is explicitly online. Counseling is a person-focused field with the program going online. This does not give the proper vetting required by our ethics due to the lack of in-person contact with students. I will probably be less inclined to utilize Troy students as Interns due to this. In the recent very positive in-person collaborative in Group Counseling, I encountered numerous students who had never attended ANY in-person instruction in undergraduate or graduate. Those students were more reticent, more self-isolating, and had more difficulty interacting in their environment, which caused my grave concerns. I am also concerned that this is a purely cost-effective choice regardless of decreasing the quality of the in-class interaction where so much learning takes place. There was also no discussion with former graduates or those who work with Interns to obtain our input. I would love the opportunity to share my opinion and reasons behind them."*
- *"A class on how to start or run a private practice and possible business practice."*

5. EVALUATIONS

a. ADMISSIONS INTERVIEW & INDEX

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

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

After the completion of admission interviews, an ***Admission Index*** Score is formulated through rating the applicant's responses during the admission interview and admission documents. Of the applicants, 8 (6.15%) scored below a 3.0, indicating that they were not offered admission. Those that were generally admitted with conditions and scored a 3.0-3.9 on the admissions index included 20 (15.38%). 104 (80%) were offered admission into the counseling program without conditions due to scoring between 4.0 and 5.0 on the admissions index. The Admissions Interview and Index produced the following scores for 2024-2025 admittance ($N = 130$):

ADMISSIONS INDEX PROGRAMS

Program	Applicants	%
Clinical Mental Health Counseling	100	76.92%
School Counseling	22	16.92%
Rehabilitation Counseling	8	6.15%

ADMISSIONS INDEX AREAS

Area	Unacceptable	Poor	Average	Above Average	Exceptional
Undergraduate GPA	1 (0.77%)	3 (2.31%)	82 (63.08%)	40 (30.77%)	5 (3.85%)
Interview Score	0 (0%)	1 (0.77%)	5 (3.85%)	84 (64.62%)	40 (30.77%)
Student's Disposition	0 (0%)	1 (0.77%)	3 (2.31%)	78 (60%)	48 (36.92%)
Writing Sample	0 (0%)	1 (0.77%)	30 (23.08%)	81 (62.31%)	28 (21.54%)
Letter of Intent	0 (0%)	1 (0.77%)	15 (11.54%)	67 (51.54%)	47 (36.15%)

b. SUPERVISOR EVALUATIONS

SITE SUPERVISOR PRACTICUM/INTERNSHIP EVALUATION OF THE STUDENT

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

CLINICAL MENTAL HEALTH COUNSELING (*n* = 278)

	Knowledge of opening skills	Group Process	Assessment	Diagnosis and Tx Planning	Crisis and suicide risk	Multicultural
Not able to observe	0.0%	12.9%	2.5%	5.8%	3.6%	1.8%
No Evidence	0.0%	0.7%	0.7%	1.1%	0.7%	0.7%
Below Average	0.0%	0.0%	0.7%	0.4%	0.4%	0.7%
Average	10.8%	11.9%	16.9%	12.9%	13.7%	14.0%
Mastery	47.1%	45.0%	48.2%	50.0%	50.4%	52.9%
Exceptional	42.1%	29.5%	30.9%	29.9%	31.3%	30.6%

Specific Feedback:

- *"Intern does an amazing job in both of my substance abuse and pervasive mental health units. She has a way of adapting to each situation that cannot be taught. She has a natural ability with client to get them to open up to her. I hope she will continue working at my site after graduation."*
- *"She shows a passion about the mental health field and seems to be natural in developing rapport as a counselor.* [redacted] *saw several different types of cases with many diverse populations, and she seems to be excited to work with particular client issues, which will assist her in fine tuning her niche."*
- *"*[redacted] *has stepped out of her comfort zone this semester by working with adolescents. ____ has continued to demonstrate effective clinical skills on a highly professional level."*
- *"*[redacted] *is doing an incredible job as a counseling intern! Her natural ability to connect with others and her empathetic approach truly shine through in her interactions. As she continues to gain counseling experience, I have no doubt that she will evolve into an outstanding therapist. Her dedication to learning and her passion for helping others make her valuable asset to the field."*
- *"Intern did an exceptional job at this site; he is open to new ideas and is a critical thinker. An area for growth is their lack of experience in therapy modalities."*
- *"*[redacted] *will be a great therapist who has the foundation to do more trauma-focused work and to do more with severe psychopathologies. She is able to properly conceptualize clients and think outside the box while considering the client as a whole in terms of background and current presentation."*
- *"Intern is very detail-oriented and her drive ensures that she stays on top of her tasks. When she gains confidence in her abilities, she will be an excellent clinician. Intern has to be pushed out of her comfort zone a bit, but when she is, she shines. She will benefit from strengthening her skills in assessment and group counseling.*

SCHOOL COUNSELING (*n* = 98)

	Knowledge of School Counseling Role	Ethical Decision-Making	Developmentally appropriate intakes	Effective Counseling Relationships	Uses data to plan/revise program	Classroom Mgt.
Not able to observe	5.1%	1.0%	3.1%	4.1%	13.3%	10.2%
No Evidence	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Below Average	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Average	15.3%	10.2%	15.3%	11.2%	16.3%	14.3%
Mastery	30.6%	35.7%	35.7%	30.6%	23.5%	26.5%
Exceptional	49.0%	53.1%	45.9%	54.1%	46.9%	49.0%

Specific Feedback:

- *"[redacted] is a great intern. She has been very hands-on and helpful in any situation that comes up."*
- *"The student is actively working on developing self-awareness of their thoughts, feelings, and counseling skills; accurately assessing the effectiveness of their interventions with clients, recognizing their limitations as a counselor, and seeking supervision while making appropriate referrals. Additionally, the student is building confident in practicum supervision and advocating for policies, programs, and services that are equitable and responsive to the needs of students."*
- *"The intern is flexible and works well with co-workers and students PK-8. She seems determined to assist as she can and make the counseling program work for her and our students."*
- *"The overall evaluation of this school counseling as a potential employee is positive. The student is actively developing their skills, demonstrates empathy and genuineness, and shows great potential to become an excellent school counselor as they continue to grow and refine their abilities."*
- *"It has been a pleasure to have [redacted]. She is creative, dependable, and she takes the initiative to get things done. She has immersed herself in our school and has built meaningful relationships with the staff and students."*
- *"The student has already been hired as a school counselor prior to graduation, demonstrating their qualifications and potential as assessed during their internship."*

REHABILITATION COUNSELING (*n* = 106)

	Forming Effective Relationships	Knowledge of history, philosophy, and legislation affecting rehab.	Application of cultural, social, economic, disability-related and environmental factors in planning	Ability to facilitate consumer involvement in determining vocational goals and capabilities	Ability to identify community resources with the consumer to develop an approp. rehab. plan	Skill in developing a treatment plan
Not able to observe	4.7%	3.8%	3.8%	3.8%	7.5%	18.9%
No Evidence	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Below Average	0.9%	0.0%	0.0%	0.9%	0.0%	0.0%
Average	23.6%	41.5%	37.7%	27.4%	17.9%	30.2%
Mastery	50.0%	38.7%	44.3%	46.2%	56.6%	32.1%
Exceptional	20.8%	16.0%	14.2%	21.7%	17.9%	18.9%

Specific Feedback:

- *"[redacted] is always polite, professional and willing to assist in the unit. Looking forward to her continuing in her role as a VR consultant and intern."*
- *"Intern interacts appropriately with clients, knows to not give verbal praise on specific test items, is punctual with her assignments and for meetings, responds well to feedback and incorporates it. Intern is interested in learning, and this shows in her behavior and demeanor. We will continue to work on interpretation of various test results, communication of those results, and recommendations through report writing and family feedback conferences."*
- *"[redacted] clinical skills are well developed. She displays knowledge of ethical principles and standards and contributes positively to staffing and case management sessions."*
- *"[redacted] has a great deal of empathy and demonstrates effort."*
- *"Overall, she is a good intern. She has always been on time and seems to have a good rapport with the clients she is working with. She needs to continue to further her experience working in the group setting."*
- *"Interns strengths include a desire to continue to develop group therapy, conflict management, and assessments skills."*

PROGRAM UNIQUE FEEDBACK

Counseling Specialty Area	Site Supervisor Feedback
Clinical Mental Health Counseling	• Students have several strengths including responsiveness to supervision and feedback, employing client-centered approaches, in addition to demonstrating initiative, empathy, and being prepared with crisis intervention • Concerns were expressed about student's ability to balance administrative and clinical responsibilities during practicum and internship experiences
School Counseling	• Students maintain professionalism and reliability, demonstrate openness to feedback and supervision, in addition to strong counseling and interpersonal skills • Students could improve professional identity along with learning more about a variety of populations that are involved in the school system
Rehabilitation Counseling	• Students demonstrate openness to supervision and learning, empathy and rapport building, and often display initiative and self-direction • Students could benefit from learning more about various populations and appropriate techniques for clinical work, in addition to increasing cultural competence and sensitivity

c. STUDENT EVALUATIONS OF SITE AND SITE SUPERVISION

STUDENT PRACTICUM/INTERNSHIP EVALUATION OF SITE

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

CLINICAL MENTAL HEALTH COUNSELING (*n* = 272)

	No Evidence	Below Average	Average	Mastery	Exceptional
Quality and usefulness of site supervision	0.7%	0.7%	3.7%	20.2%	74.3%
Usefulness and helpfulness of faculty liaison	0.4%	0.0%	3.3%	18.4%	76.8%
Administration and interpretation of assessments	0.0%	1.5%	6.3%	28.7%	77.4%
Individual counseling	0.0%	0.7%	4.0%	16.9%	74.6%
Group counseling	1.1%	1.1%	8.1%	20.6%	48.9%
Exposure to professional roles and functions within the agency	0.4%	0.4%	5.9%	20.6%	71.7%
Psychoeducational activities	0.7%	0.7%	4.4%	21.3%	78.0%

SCHOOL COUNSELING (*n* = 55)

	No Evidence	Below Average	Average	Mastery	Exceptional
Quality and usefulness of site supervision	0.0%	0.0%	1.8%	16.4%	81.8%
Usefulness and helpfulness of faculty liaison	0.0%	0.0%	1.8%	12.7%	83.6%
Administration and interpretation of assessments	1.8%	3.6%	20.0%	61.8%	12.7%
Individual counseling	0.0%	0.0%	1.8%	12.7%	83.6%
Group counseling	0.0%	0.0%	3.6%	16.4%	74.5%
Exposure to professional roles and functions within the agency	0.0%	0.0%	1.8%	21.8%	74.5%
Psychoeducational activities	0.0%	0.0%	3.6%	27.3%	61.8%

REHABILITATION COUNSELING (*n* = 34)

	No Evidence	Below Average	Average	Mastery	Exceptional
Quality and usefulness of site supervision	0.0%	2.9%	2.9%	20.6%	73.5%
Usefulness and helpfulness of faculty liaison	0.0%	0.0%	2.9%	14.7%	79.4%
Administration and interpretation of assessments	0.0%	2.9%	8.8%	32.4%	50.0%
Individual Counseling	0.0%	2.9%	11.8%	11.8%	64.7%
Group Counseling	2.9%	0.0%	11.8%	11.8%	50.0%
Exposure to profess. Roles and functions within the agency	0.0%	0.0%	8.8%	23.5%	64.7%
Psychoeducational activities	2.9%	0.0%	8.8%	11.8%	70.6%

STUDENT PRACTICUM/INTERNSHIP EVALUATION OF SITE SUPERVISION

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

CLINICAL MENTAL HEALTH COUNSELING (*n* = 269)

	No Evidence	Below Average	Average	Mastery	Exceptional
Helps student identify strengths and challenges in 8 core counseling areas	1.5%	0.4%	3.3%	26.0%	68.4%
Helps student identify, evaluate, and gain mastery of basic counseling skills	0.7%	1.1%	3.0%	21.9%	72.9%
Requires student to adhere to ethical and legal standards	0.7%	0.4%	2.2%	17.1%	79.2%
Assists student in identifying and utilizing multicultural competencies	0.7%	1.5%	5.9%	24.5%	66.9%
Helps student identify and apply prevention, education, and advocacy to promote mental health	1.1%	0.7%	3.3%	26.4%	68.0%
Overall Score of Site Supervision	1.1%	2.6%	14.5%	57.6%	23.0%

Specific Feedback:

- *"Supervisor has been very supportive and patient. Offers feedback and consultation with each session, assess my comfort as well as personal emotions with each client, and is supportive in my growth and progress."*
- *"My supervisor was consistently available, kind, and understanding, making it a priority to ensure that I fully understand the counseling process and remain mindful of our interactions with clients to provide the highest quality of service. She goes beyond the standard weekly supervisions, offering additional support whenever needed."*
- *"My supervisor was an exceptional site supervisor. In addition to her clinical insights relevant to this client population, she has a deep knowledge concerning ethics and policy. Early in internship, she encouraged me to adopt a trauma-informed stance, which has guided my interventions and case conceptualization of client problems."*

SCHOOL COUNSELING (*n* = 53)

	No Evidence	Below Average	Average	Mastery	Exceptional
Helps student identify strengths and challenges in 8 core counseling areas	1.9%	0.0%	1.9%	18.9%	77.4%
Helps student identify, evaluate, and gain mastery of basic counseling skills	0.0%	0.0%	0.0%	15.1%	84.9%
Requires student to adhere to ethical and legal standards	0.0%	0.0%	0.0%	15.1%	84.9%
Assists student in identifying and utilizing multicultural competencies	7.5%	0.0%	5.7%	18.9%	67.9%
Helps student identify and apply prevention, education, and advocacy to promote mental health	0.0%	0.0%	0.0%	18.9%	81.1%
Overall Score of Site Supervision	0.0%	1.9%	11.3%	49.1%	37.7%

Specific Feedback:

- *"[redacted] has been an incredible resource. She is full of knowledge and insight that is helpful in developing an understanding of what an elementary school counselor does. She has talked me through so many processes, such as intaking IEPs, setting up 504 meetings, and planning lessons, which was very helpful for me."*
- *"I am incredibly grateful to have had [redacted] as my practicum supervisor. She was always approachable, supportive, and willing to answer any questions. Her welcoming and encouraging office environment made my time at [redacted] High School both enjoyable and enriching."*
- *"Site supervisor was very knowledgeable within school counseling and the educational system. I have noticed how great she is with not just students but also the teachers and administration. She is always very open to my feedback and answers all my questions when I'm unsure about a situation or just simply need more guidance on top."*

REHABILITATION COUNSELING (*n* = 37)

	No Evidence	Below Average	Average	Mastery	Exceptional
Helps student identify strengths and challenges in 8 core counseling areas	2.7%	0.0%	0.0%	45.9%	51.4%
Helps student identify, evaluate, and gain mastery of basic counseling skills	0.0%	2.7%	2.7%	40.5%	54.1%
Requires student to adhere to ethical and legal standards	0.0%	0.0%	2.7%	32.4%	64.9%
Assists student in identifying and utilizing multicultural competencies	0.0%	0.0%	5.4%	32.4%	56.8%
Helps student identify and apply prevention, education, and advocacy to promote mental health	0.0%	2.7%	0.0%	43.2%	51.4%
Overall Score of Site Supervision	2.7%	0.0%	21.6%	29.7%	45.9%

Specific Feedback:

- *"I thoroughly enjoyed my site. The site supervisor went above and beyond to ensure interns were getting the necessary exposure needed."*
- *"[redacted] has provided useful feedback when it comes to improving my ability to thrive in Rehabilitation Counseling. He ensured that I received competent instruction to administer and score assessments for consumers in job training."*
- *"[redacted] was extremely knowledgeable, supportive, and effective in guiding me through my field placement at the site. I feel that the supervision I received was instrumental in enhancing my rehabilitation counseling skills and personal development."*

6. PROFESSIONAL DISPOSITIONS

a. FITNESS-TO-PRACTICE EVALUATIONS

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

i. BEGINNING (*n* = 60)

Competency	*m*
Demonstrates knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in counseling profession.	**75.00**
Demonstrates knowledge of multicultural counseling competencies and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	**75.76**
Critically analyzes the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	**76.56**
Demonstrates knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making	**75.76**

relevant to client skill development for career, educational, and life-work planning, and management.	
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling process, such as developing a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	**78.13**
Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	**75.00**
Demonstrates knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling and administer assessments relevant to academic/educational, career, personal, and/or social development.	**75.00**
Understands the importance of research in advancing the counseling profession, as well as demonstrates knowledge of designs used in research.	**87.50**
Follows ethical and legal considerations.	**75.43**
Displays multicultural competence.	**75.43**
Open to new ideas	**87.93**
Aware of own impact on others	**83.75**
Responsive, adaptable, and cooperative	**84.58**
Receptive to and uses feedback	**85.00**
Responds to conflict appropriately	**75.00**
Accepts personal responsibility	**75.00**
Expresses feelings effectively and appropriately	**75.00**
Dependable in meeting obligations	**83.33**

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

ii. MIDPOINT (*n* = 85)

Competency	***m***
Demonstrates knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in counseling profession.	**92.68**
Demonstrates knowledge of multicultural counseling competencies and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	**92.20**
Critically analyzes the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	**85.15**
Demonstrates knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	**85.23**
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling process, such as developing a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	**92.51**
Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation,	**92.66**

including recruiting, screening, and selecting members.	
Demonstrates knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling and administer assessments relevant to academic/educational, career, personal, and/or social development.	**86.00**
Understands the importance of research in advancing the counseling profession, as well as demonstrates knowledge of designs used in research.	**91.01**
Follows ethical and legal considerations.	**96.78**
Displays multicultural competence.	**87.66**
Open to new ideas	**91.00**
Aware of own impact on others	**95.34**
Responsive, adaptable, and cooperative	**94.25**
Receptive to and uses feedback	**96.19**
Responds to conflict appropriately	**95.92**
Accepts personal responsibility	**96.13**
Expresses feelings effectively and appropriately	**96.08**
Dependable in meeting obligations	**94.75**

iii. FINAL (*n* = 40)

Competency	***m***
Demonstrates knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in counseling profession.	**95.86**
Demonstrates knowledge of multicultural counseling competencies and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	**95.16**
Critically analyzes the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	**93.27**
Demonstrates knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	**94.29**
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling process, such as developing a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	**95.97**
Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	**95.17**
Demonstrates knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling and administer assessments relevant to academic/educational, career, personal, and/or social development.	**94.63**
Understands the importance of research in advancing the counseling profession, as well as demonstrates knowledge of designs used in research.	**95.36**
Follows ethical and legal considerations.	**100.00**
Displays multicultural competence.	**95.93**

Open to new ideas	**92.00**
Aware of own impact on others	**95.93**
Responsive, adaptable, and cooperative	**97.18**
Receptive to and uses feedback	**96.27**
Responds to conflict appropriately	**97.18**
Accepts personal responsibility	**96.43**
Expresses feelings effectively and appropriately	**97.05**
Dependable in meeting obligations	**96.02**

7. COMPREHENSIVE EXAMINATIONS

a. COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION

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

Over 400 universities and colleges utilize the CPCE; the CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. Additionally, the CPCE:

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

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

TROY UNIVERSITY COUNSELING PROGRAM CPCE DATA

Subscale Sections	**MIN**	**MAX**	***M***	***SD***
Professional Counseling Orientation and Ethical Practice	7	16	11.57	2.23
Social and Cultural Diversity	5	15	9.41	2.18
Human Growth and Development	4	15	10.37	2.33
Career Development	5	16	10.85	2.63
Counseling and Helping Relationships	5	15	9.49	2.35
Group Counseling and Group Work	5	16	11.26	2.46
Assessment and Testing	3	16	9.82	2.51
Research and Program Evaluation	3	16	9.37	2.87
Overall	**MIN**	**MAX**	***M***	***SD***
Total Scores	37	125	60.26	0.22
CPCE Pass/Fail	**N**	**N_P**	**N_F**	**Pass %**
Cumulative Troy Totals	136	79	57	58%

b. PRAXIS II PROFESSIONAL SCHOOL COUNSELOR EXAMINATION

The PRAXIS II Professional School Counselor Examination measures school counseling standards including knowledge, skills, and abilities, which are believed to be necessary for competent professional practice. The exam consists of 120 selected response questions that evaluate the following content categories: define (25%), deliver (40%), manage (20%), and assess (15%). School counseling students must take and pass the Praxis II to graduate from the program. The passing score for the State of Alabama for the exam for 2024-2025 was 158.

ALL CAMPUSES

Test Category	**MIN**	**MAX**	***M***	***SD***
Define	12	23	16	3.18
Deliver	15	33	24	5.20
Manage	7	16	12	2.60
Assess	5	11	9	1.73
Overall	**MIN**	**MAX**	***M***	***SD***
Total Scores	132	182	158	13.20
PRAXIS II Pass/Fail	**N**	**N_P**	**N_F**	**Pass %**
Cumulative Troy Totals	25	16	9	64%

c. CERTIFIED REHABILITATION COUNSELOR EXAMINATION

The Certified Rehabilitation Counselor Examination (CRC) Examination is a nationally accredited assessment designed to evaluate the specialized knowledge and skills required for effective rehabilitation counseling practice. It measures entry-level competencies essential for working with individuals with disabilities, including counseling techniques, case management, medical and psychosocial aspects of disability, assessment, ethics, and vocational rehabilitation. The exam consists of multiple-choice questions that reflect the core domains of professional rehabilitation counseling and ensure candidates meet established standards for quality practice. One student completed and passed the CRC examination in substitution for the CPCE.

d. NATIONAL COUNSELOR EXAMINATION

The National Counselor Examination (NCE) is a standardized test used to assess the knowledge and skill needed for effective counseling practice. The exam measures entry-level competencies in counseling, including knowledge, skills, and abilities essential for professional practice. The 200 multiple-choice question test covers counseling theories, human development, assessment, ethics, and professional practice.

A total of 8 out of 10 students took the NCE between 2024-2025 equating to an 80% pass rate. The overall mean of students' scores was 106.3, which was slightly below the national mean of 110.8. The overall students' standard deviation was 14.9, which was a bit tighter than the national 16.9.

2024-2025 FACULTY PROGRAM DATA REVIEW & SUGGESTED MODIFICATIONS

Key Performance Indicator (KPIs)	Strengths based on Data Analysis	Suggestions
KPI #1: Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Most students excelled on the quizzes, showing strong mastery of concepts. Scores improved over time, with the majority earning 90-100%. The highest performance was in Ethical Standards, Counselor Roles, Credentialing, and Responsibilities.	Knowledge of technology's impact on the profession has a lower score than most other standards. May need to implement more material or resources in the classroom to increase that particular standard. Advocacy process and current labor market information could also be emphasized more to increase quiz scores. Students should attend at least one workshop or connect with an organization to gain exposure to tele-mental health. Non-traditional students may need extra support understanding Canvas and system logistics for grad school. The final quiz shows gaps, especially in tech's role in the profession, so curriculum and resources may need adjustment. Emphasizing advocacy and labor market trends could also boost scores.
KPI #2: Understand the importance of research in advancing the counseling profession, as well as demonstrate knowledge of designs used in research.	Students demonstrated a solid understanding of research fundamentals, with methodology emerging as their strongest area. Performance on the literature review and problem statement also reflected strong grasp of proposal standards.	Support for APA formatting and grammar should be strengthened through integration of Troy resources, such as video, library staff collaboration, and writing center referrals. A small resource-based assignment may help. Quizzes should align with standards, with a comprehensive final and scaffolded benchmarks tied to CPCE areas to reinforce learning throughout the program.
KPI #3: Demonstrate knowledge of multicultural counseling competencies, and strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	Student performed well overall, meeting content standards with strong case conceptualization. Advocacy, social justice, multicultural counseling, and theoretical understanding emerged as key strengths, with clear demonstration of appropriate approaches for diverse populations.	To better reflect student development, consider merging multiple drafts when remediation is offered to capture growth over time. APA formatting and basic statistics remain areas needing support, suggesting the need for additional tools and resources. A rotating case study could strengthen assessment integrity and align with KPIs. Slightly lower scores in standard 2.F.2.h. indicate a need for clearer use of applicable models to reduce alliance on anecdotal responses.
KPI #5: Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and	Students continue to perform strongly, with exceptional ratings across assignments. Key strengths include advocacy, a social justice perspective,	APA formatting remains a challenge and would benefit from continued resource integration. Multiple drafts of human development papers support

practice. **Human Growth & Development:** Critically analyze the theories of individual and family development, theories of personality development and learning, and transitions across the lifespan.	and human development, all meeting standards at a high level.	student success. Rubrics may need refinement to reduce subjectivity, and incorporating AI could enhance the course. Greater emphasis on theoretical reflection is recommended.
KPI #5: Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice. **Career Development:** Demonstrate knowledge of ethical and culturally relevant methods for identifying and using assessment tools and techniques for career planning and decision-making relevant to client skill development for career, educational, and life-work planning, and management.	Students performed well on the Clinical Evaluation report, demonstrating understanding of treatment stages, aftercare planning, and career development theories within mental health contexts.	To better support students, focus on ethical, culturally relevant strategies and career development. Misalignment between CPCE scores and objectives suggests grading subjectivity. APA formatting remains a consistent challenge, and cultural relevance shows a weaker area, warranting more targeting instruction and resources.
KPI #5: Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice. **Counseling & Helping Relationships:** Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes such as development of a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	Students performed well, demonstrating understanding of confidentiality, informed consent, treatment goals, counselor characteristics, and the impact of technology.	APA support should be strengthened, along with opportunities for skill practice and theory-based assessments. Lower scores in Psychological First Aid (PFA) suggest a need for added instruction and promotion of online credentialing to enhance understanding.
KPI #5: Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice. **Group Work**: Demonstration and evaluation of effective counselor characteristics and functions of effective group leaders, as well as the use of ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	Students showed confidence in applying theory and interventions in group settings, with strong performance in modeling skills and most meeting the 10-clock hour requirement.	Residencies should continue. APA formatting remains a challenge, and students would benefit from enhanced group management and leadership skill development.
KPI #5: Demonstrate analysis, evaluation and application of core	Students achieved strong scores, showing effective career development	Students need deeper exploration of assessment tools, with particular focus

counseling concepts as applied to the knowledge of professional identity and practice. **Assessment:** Demonstrate knowledge of the historical perspectives concerning the nature and meaning of assessment and testing in counseling, and administer assessments relevant to academic/educational, career, personal, and/or social development.	strategies and improved APA formatting, reflecting growing professionalism.	on historical perspectives and improved training in suicidality assessment.
Focus Areas	Focus areas include strengthening APA writing, integrating free certifications like Psychological First Aid, enhancing technology use in counseling, and building group work and leadership competencies.	

SPECIALTY AREA: CLINICAL MENTAL HEALTH COUNSELING

Key Performance Indicator	Strengths based on Data Analysis	Suggested Modifications/Improvements
KPI #4 **CMHC:** Students who are preparing to specialize as Clinical Mental Health Counselors will demonstrate multicultural competency as well as counselor characteristics and behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Students showed strong understanding of theories and models in case studies, with high scores in confidentiality and informed consent during intakes.	Scores were low in Psychological First Aid (PFA), technology, and ethics. Targeted assignments or training and added resources are recommended to strengthen these areas.

SPECIALTY AREA: SCHOOL COUNSELING

Key Performance Indicator	Strengths based on Data Analysis	Suggested Modifications/Improvements
KPI #4 **School Counseling:** Student demonstrates the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.	CP 6641 demonstrates that students effectively applying assessments in P-12 settings. In PSY 6635, students scored well with balanced performance in identifying short- and long-term career goals.	Consider incorporating an AI case study and more application-based assignments to address score gaps in interventions, treatment, and practical application.

SPECIALTY AREA: REHABILITATION COUNSELING

Key Performance Indicator	Strengths based on Data Analysis	Suggested Modifications/Improvements
KPI #4 **Rehabilitation:** Students who are preparing to specialize as Rehabilitation Counselors will demonstrate multicultural competency as well as counselor characteristics and	Students are demonstrating knowledge of societal inclusion principles through thoughtful engagement with diverse perspectives, inclusive language in assignments, and application of culturally responsive strategies in their	Students are demonstrating understanding of referral and consultation processes through appropriate identification of client needs, collaboration with professionals, and integration of referral strategies

behaviors that effectively influence the counseling processes necessary to address a wide variety of circumstances within the context of varied issues within the rehabilitation counseling context.	work.	within their assignments.

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

- *Assessment and research, which are usually two of the most challenging areas for students, must be focused on by faculty. Cultural diversity also demonstrated some low scores. Considering how to help students prepare to take the CPCE in these courses.*
- *Group content and knowledge are highly based on assignment and CPCE scores; however, improvement is needed within the skill side of the course within standards.*
- *Students have a good knowledge of crisis and identifying suicide risks.*
- *Students could benefit from further treatment planning and diagnosing experience across coursework.*

COUNSELING PROGRAM STUDENT OUTCOMES/VITAL STATISTICS

Counseling Program Student Outcomes and Vital Statistics for the Troy University Counselor Education Program are uploaded annually to CACREP. The data below reflect the vital statistics reported to CACREP on December 15, 2025.

Licensure or Certification Examination Pass Rate

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

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

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

Rehabilitation Counseling	
Enrollment	36
Graduates	15
Completion Rates	81%
Passed Licensure/Certification Exam	11-20%
Job Placement	91-100%
School Counseling	
Enrollment	64
Graduates	13
Completion Rates	88%
Passed Licensure/Certification Exam	91-100%
*Job Placement	31-40%
Clinical Mental Health Counseling	
Enrollment	353
Graduates	147
Completion Rates	92%
Passed Licensure/Certification Exam	31-40%
Job Placement	31-40%

2024-2025 COMMON ASSESSMENT DATA SUMMARY

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

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

Program Location: The program is delivered fully online, with all campus teach-outs scheduled for completion by December 2026. All students received online delivery by January 2025.
Programs: Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling

Program Overviews:

<u>Clinical Mental Health Counseling Program Mission Statement:</u>

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

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

Objectives for Clinical Mental Health Counseling:

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

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

Rehabilitation Counseling Mission Statement:

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

Objectives for Rehabilitation Counseling:

To prepare master's-level rehabilitation counselors who

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

To continuously update the Rehabilitation Counseling Specialty by

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

School Counseling Program Mission Statement:

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

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

Objectives for School Counseling:

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

MEASURE FOR ASSESSING STUDENT AND PROGRAM OUTCOMES

Program Objective 1	Core Area	KPI	Data Collected	Domain	How and when collected
Obtain knowledge and understanding of the identity, roles, history, philosophy, credentials, licensure, legal/ethical, current trends, practices, supervision models, collaboration-crisis/trauma concepts, and self-care strategies related to the counseling profession.	Professional Orientation and Ethical Practice	Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Fitness-to-Practice (FTP) Quizzes 1-5 (2.F.1.g, 2. F.1.i)	Skill Knowledge	CP 6600
			CPCE	Knowledge	End of program

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

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

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

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

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

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

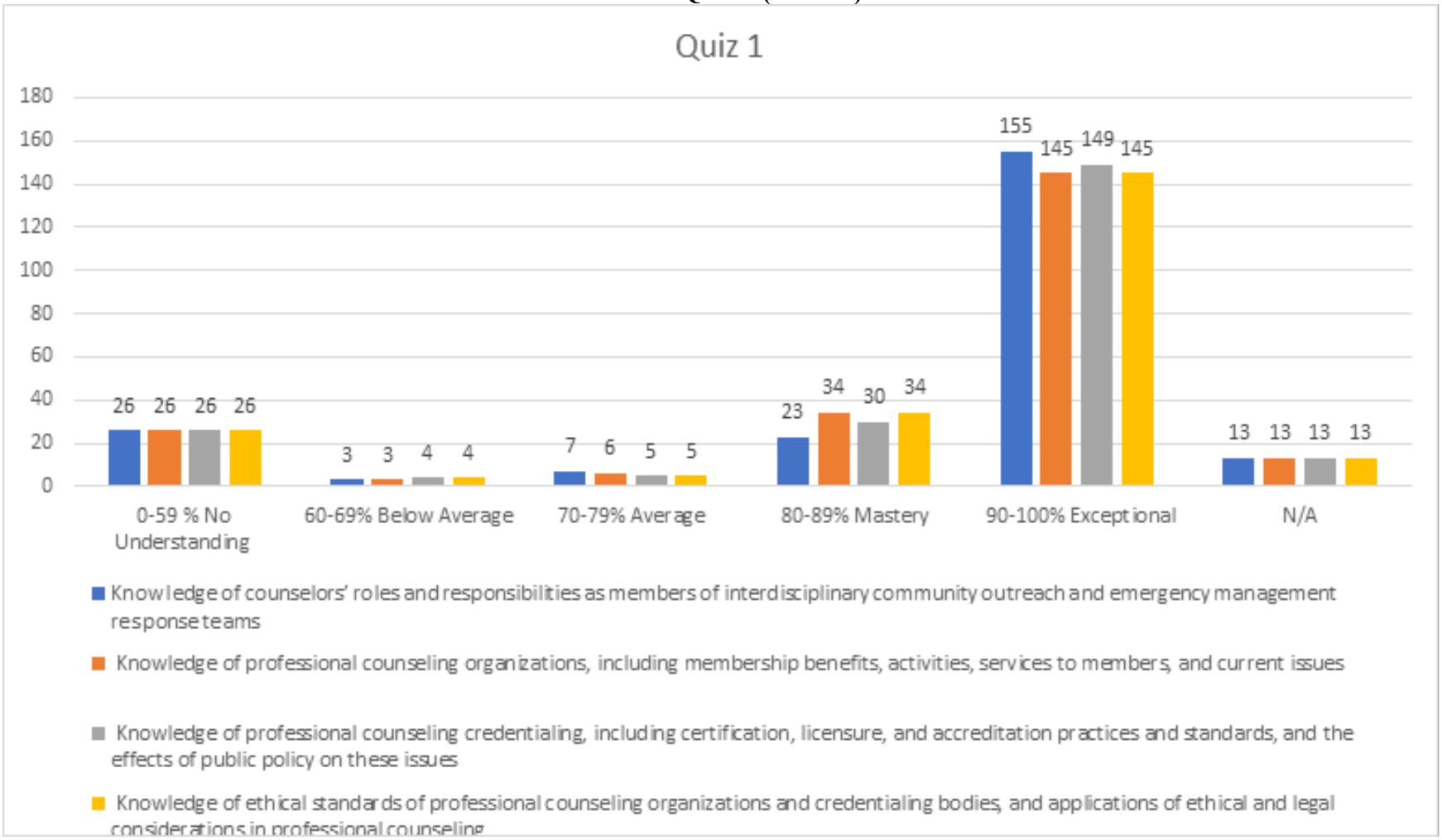
		development of a personal model of counseling, essential interviewing, counseling, and case conceptualization skills.	2.F.5.g)		
			Personal Counseling Theory Paper (2.F.5.b, 2.F.5.n)	Skill	CP 6649
			CPCE	Knowledge	End of Program
	Group Work	Demonstration and evaluation of effective counselor characteristics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

Program Objective 1	Core Area	KPI	Data Collected	Domain	How and when collected
Obtain knowledge and understanding of the identity, roles, history, philosophy, credentials, licensure, legal/ethical, current trends, practices, supervision models, collaboration-crisis/trauma concepts, and self-care strategies related to the counseling profession.	Professional Orientation and Ethical Practice	Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, certification, licensure, and accreditation standards, as well as applications of ethical and legal considerations in professional counseling.	Fitness-to-Practice (FTP) Quizzes 1-5 (2.F.1.g, 2. F.1.i)	Skill Knowledge	CP 6600
			CPCE	Knowledge	End of program

CP 6600 Quiz 1 (*n* = 227)

CP 6600 Quiz 1 (*n* = 227)		
Knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues	60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional 0-59 % No Understanding N/A (blank)	3 6 34 145 26 13
Knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional 0-59 % No Understanding (blank)	4 5 30 149 26 13
Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional 0-59 % No Understanding (blank)	4 5 34 145 26 13

CP 6600 Quiz 1 (*n* = 227)

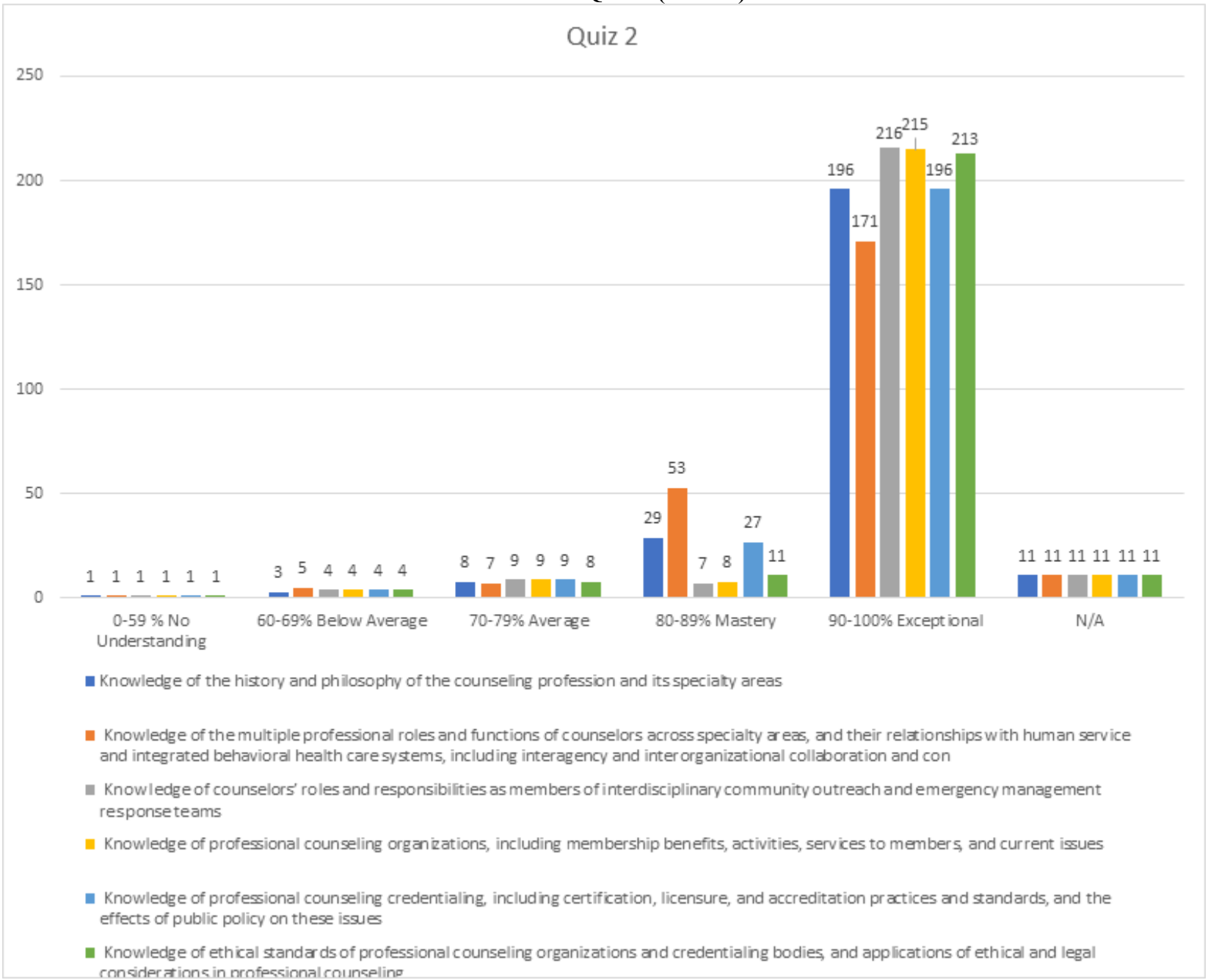


CP 6600 Quiz 2 (*n* = 248)

CP 6600 Quiz 2 (*n* = 248)		
Knowledge of the history and philosophy of the counseling profession and its specialty areas	60-69% Below Average	3
	70-79% Average	8
	80-89% Mastery	29
	90-100% Exceptional	196
	0-59 % No Understanding	1
	(blank)	11
Knowledge of the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	60-69% Below Average	5
	70-79% Average	7
	80-89% Mastery	53
	90-100% Exceptional	171
	0-59 % No Understanding	1
	(blank)	11
Knowledge of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	60-69% Below Average	4
	70-79% Average	9
	80-89% Mastery	7
	90-100% Exceptional	216
	0-59 % No Understanding	1
	(blank)	11
Knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues	60-69% Below Average	4
	70-79% Average	9
	80-89% Mastery	8
	90-100% Exceptional	215
	0-59 % No Understanding	1
	(blank)	11
Knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	60-69% Below Average	4
	70-79% Average	9
	80-89% Mastery	27
	90-100% Exceptional	196
	0-59 % No Understanding	1
	(blank)	11
Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	60-69% Below Average	4
	70-79% Average	8
	80-89% Mastery	11
	90-100% Exceptional	213
	0-59 % No Understanding	1

	(blank)	11

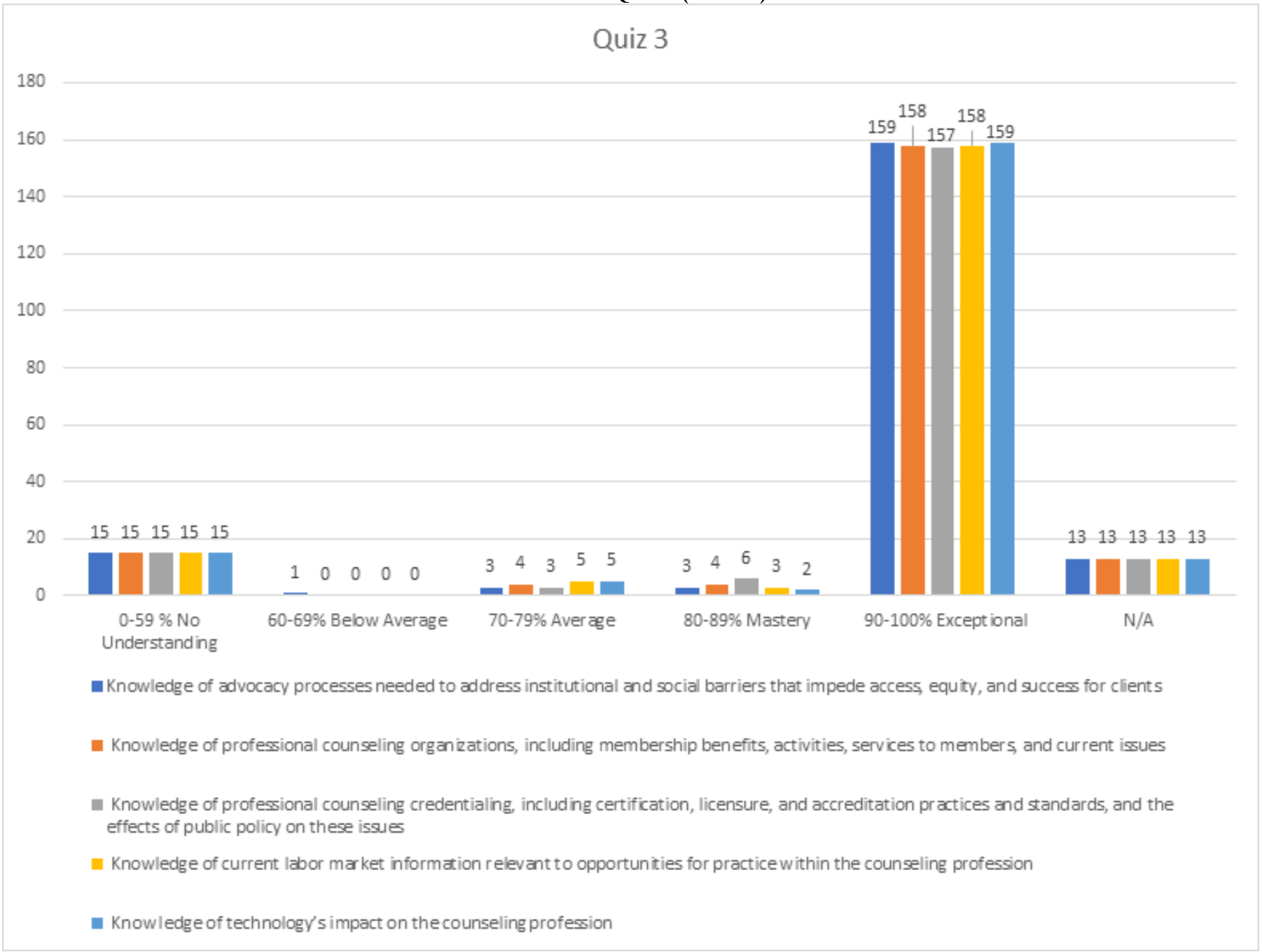
CP 6600 Quiz 2 (*n* = 248)



CP 6600 Quiz 3 (*n* = 194)

CP 6600 Quiz 3 (*n* = 194)		
Knowledge of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional 0-59 % No Understanding (blank)	1 3 3 159 15 13
Knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues	70-79% Average 80-89% Mastery 90-100% Exceptional 0-59 % No Understanding (blank)	4 4 158 15 13
Knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	70-79% Average 80-89% Mastery 90-100% Exceptional 0-59 % No Understanding (blank)	3 6 157 15 13
Knowledge of current labor market information relevant to opportunities for practice within the counseling profession	70-79% Average 80-89% Mastery 90-100% Exceptional 0-59 % No Understanding (blank)	5 3 158 15 13
Knowledge of technology's impact on the counseling profession	70-79% Average 80-89% Mastery 90-100% Exceptional 0-59 % No Understanding (blank)	5 2 159 15 13

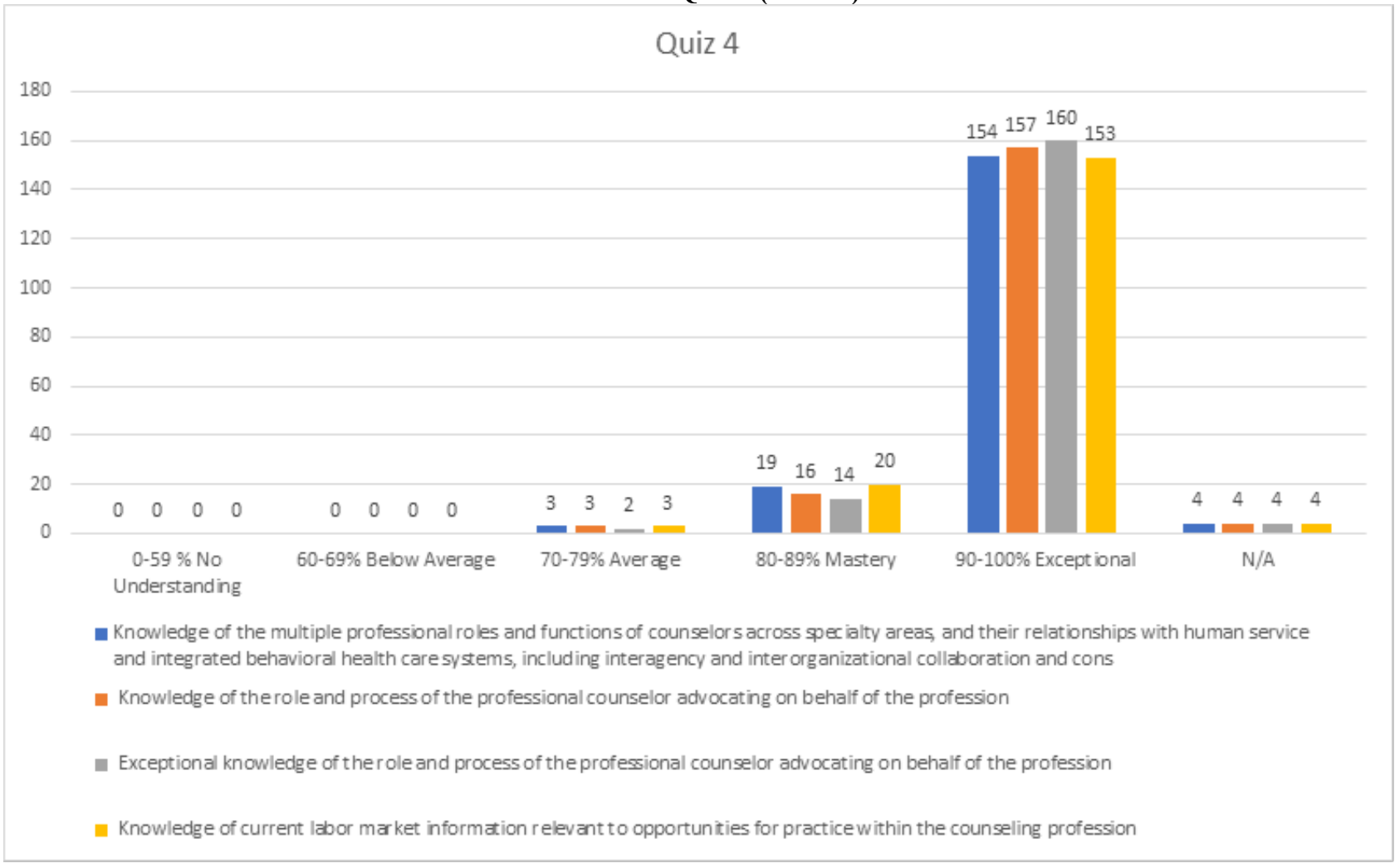
CP 6600 Quiz 3 (*n* = 194)



CP 6600 Quiz 4 (*n* = 180)

CP 6600 Quiz 4 (*n* = 180)	
Knowledge of the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	70-79% Average 3 80-89% Mastery 19 90-100% Exceptional 154 (blank) 4
Knowledge of the role and process of the professional counselor advocating on behalf of the profession	70-79% Average 3 80-89% Mastery 16 90-100% Exceptional 157 (blank) 4
Exceptional knowledge of the role and process of the professional counselor advocating on behalf of the profession	70-79% Average 2 80-89% Mastery 14 90-100% Exceptional 160 (blank) 4
Knowledge of current labor market information relevant to opportunities for practice within the counseling profession	70-79% Average 3 80-89% Mastery 20 90-100% Exceptional 153 (blank) 4

CP 6600 Quiz 4 (*n* = 180)

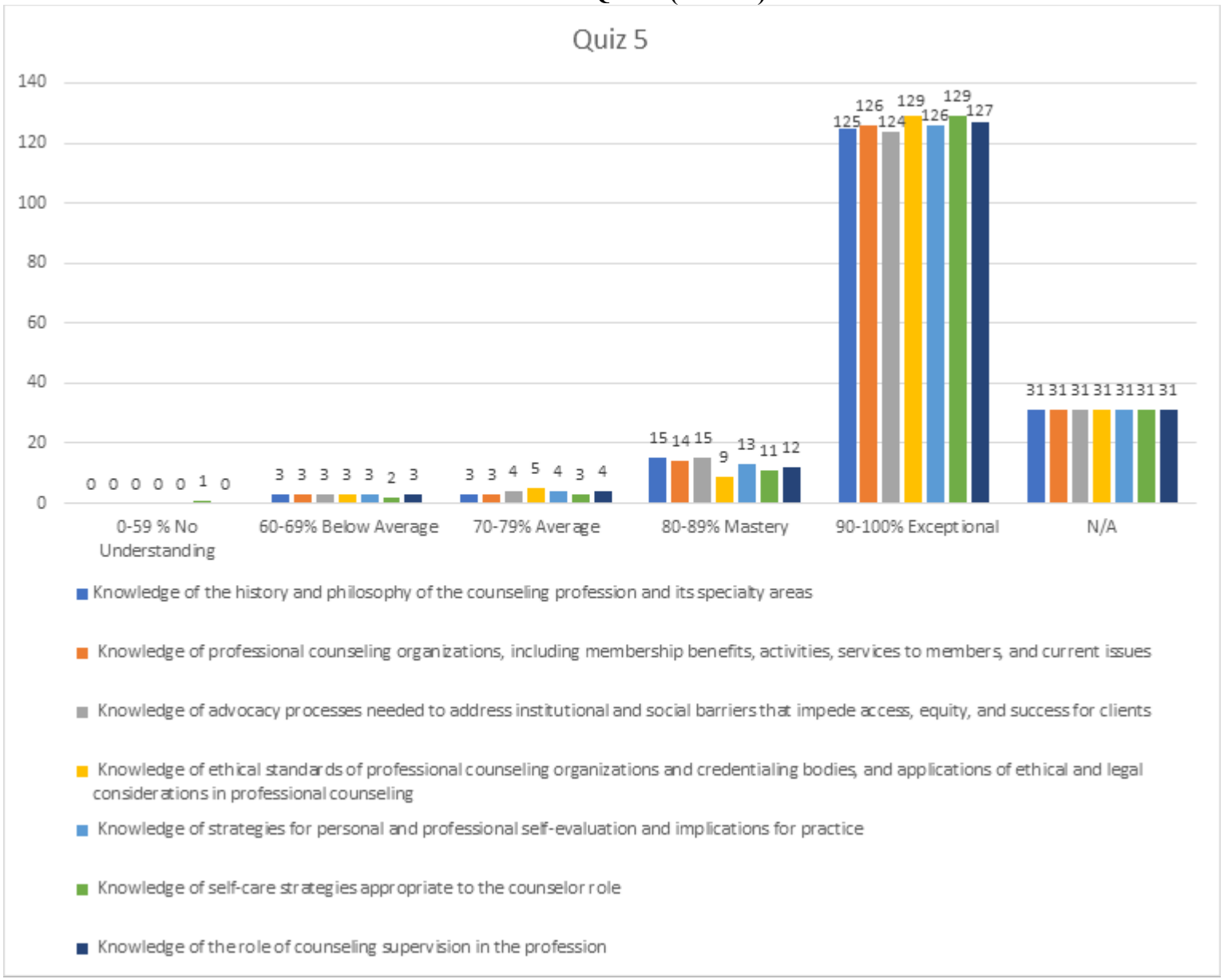


CP 6600 Quiz 5 (*n* = 177)

CP 6600 Quiz 5 (*n* = 177)		
Knowledge of the history and philosophy of the counseling profession and its specialty areas	60-69% Below Average	3
	70-79% Average	3
	80-89% Mastery	15
	90-100% Exceptional	125
	(blank)	31
Knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues	60-69% Below Average	3
	70-79% Average	3
	80-89% Mastery	14
	90-100% Exceptional	126
	(blank)	31
Knowledge of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	60-69% Below Average	3
	70-79% Average	4
	80-89% Mastery	15
	90-100% Exceptional	124
	(blank)	31
Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	60-69% Below Average	3
	70-79% Average	5
	80-89% Mastery	9
	90-100% Exceptional	129
	(blank)	31
Knowledge of strategies for personal and professional self-evaluation and implications for practice	60-69% Below Average	3
	70-79% Average	4
	80-89% Mastery	13
	90-100% Exceptional	126
	(blank)	31
Knowledge of self-care strategies appropriate to the counselor role	60-69% Below Average	2
	70-79% Average	3
	80-89% Mastery	11
	90-100% Exceptional	129
	0-59 % No Understanding	1
	(blank)	31
Knowledge of the role of counseling supervision in the profession	60-69% Below Average	3
	70-79% Average	4
	80-89% Mastery	12

	90-100% Exceptional	127
	(blank)	31

CP 6600 Quiz 5 (*n* = 177)



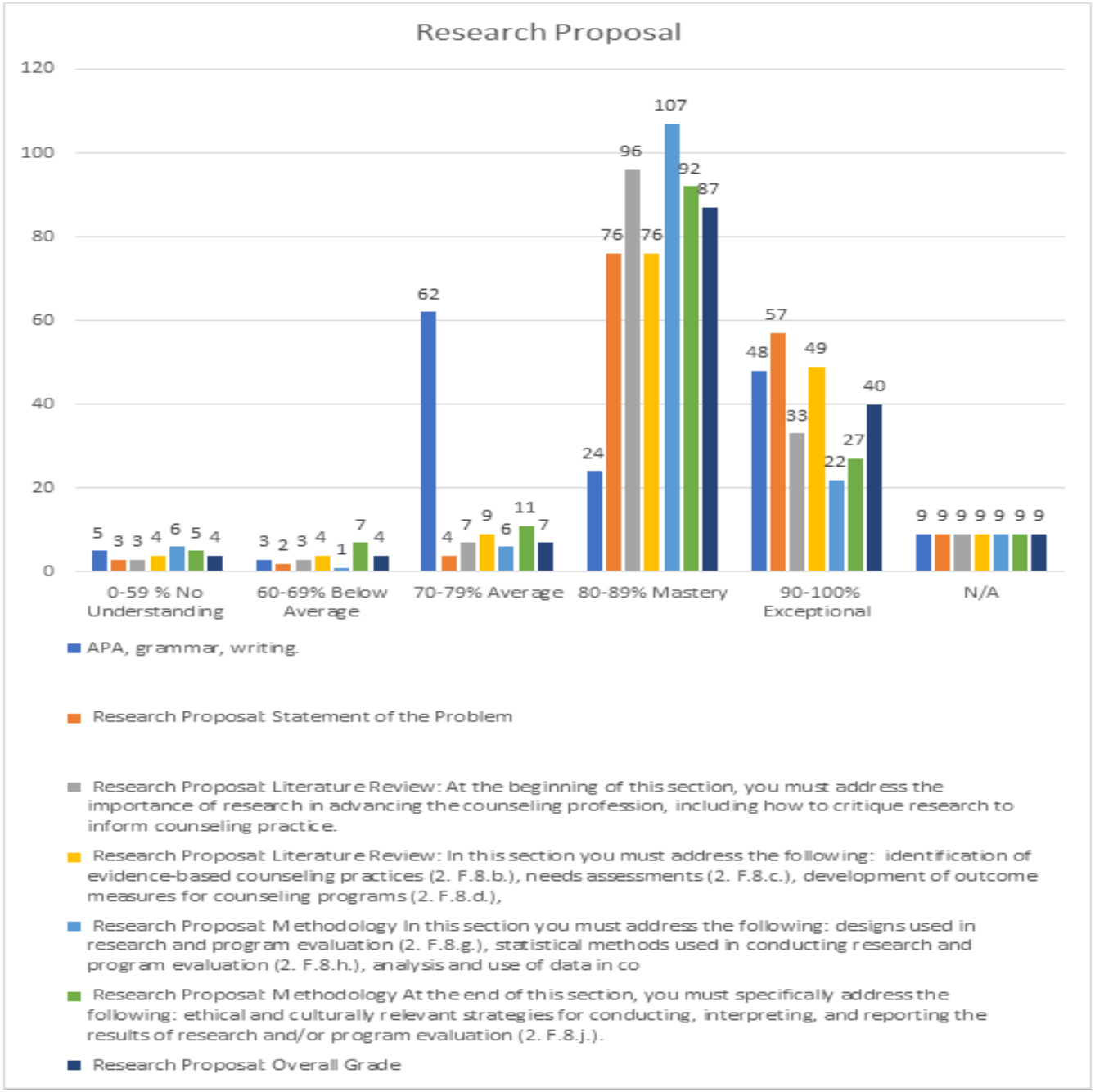
Program Objective 2	Core Area	KPI	Data Collected	Domain	How and when collected
Gain knowledge and understanding of program evaluation and research methodology to include application, evaluation and analysis of quality research and effective counseling programs.	Research and Program Evaluation	Understand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

CP 6691 Research Proposal (*n* = 151)

CP 6691 Research Proposal (*n* = 151)		
APA, grammar, writing.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	5 3 62 24 48 9
Research Proposal: Statement of the Problem	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	3 2 4 76 57 9
Research Proposal: Literature Review: At the beginning of this section, you must address the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	3 3 7 96 33 9
Research Proposal: Literature Review: In this section you must address the following: identification of evidence-based counseling practices (2. F.8.b.), needs assessments (2. F.8.c.), development of outcome measures for counseling programs (2. F.8.d.), evaluation of counseling interventions and programs (2.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	4 4 9 76 49 9

F.8.e.), qualitative, quantitative, and mixed research methods (2. F.8.f.)		
Research Proposal: Methodology In this section you must address the following: designs used in research and program evaluation (2. F.8.g.), statistical methods used in conducting research and program evaluation (2. F.8.h.), analysis and use of data in counseling (2. F.8.i.)	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	6 1 6 107 22 9
Research Proposal: Methodology At the end of this section, you must specifically address the following: ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (2. F.8.j.)	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	5 7 11 92 27 9
Research Proposal: Overall Grade	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	4 4 7 87 40 9

CP 6691 Research Proposal (*n* = 151)



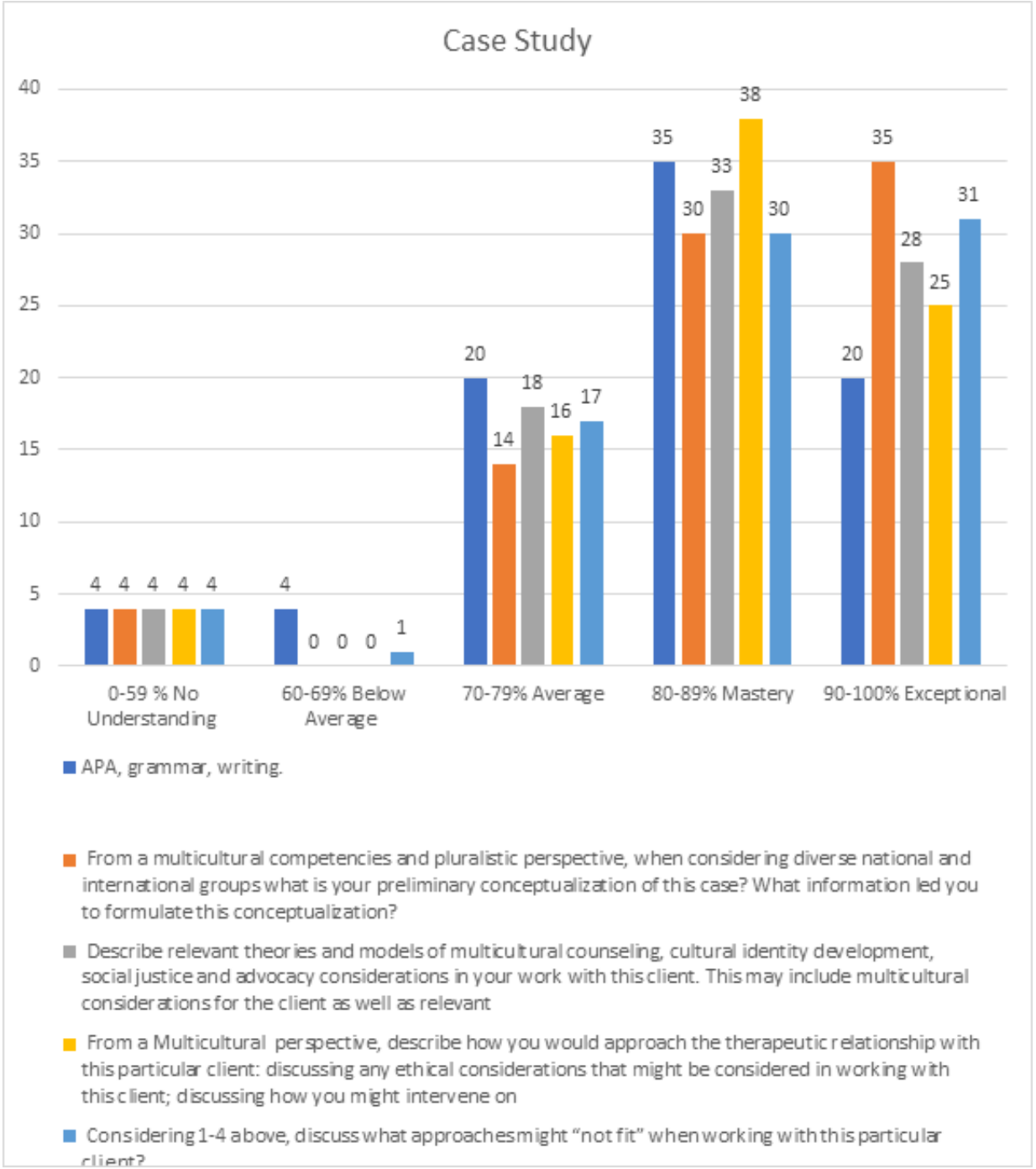
Program Objective 3	Core Area	KPIs	Data Collected	Domain	How and when collected
Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.	Social and Cultural Diversity	Demonstrate knowledge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

CP 6651 Case Study – Biko (*n* = 83)

CP 6651 Case Study – Biko (*n* = 83)		
APA, grammar, writing.	0-59% No Understanding	4
	60-69% Below Average	4
	70-79% Average	20
	80-89% Mastery	35
	90-100% Exceptional	20
From a multicultural competencies and pluralistic perspective, when considering diverse national and international groups what is your preliminary conceptualization of this case? What information led you to formulate this conceptualization?	0-59% No Understanding	4
	70-79% Average	14
	80-89% Mastery	30
	90-100% Exceptional	35
Describe relevant theories and models of multicultural counseling, cultural identity development, social justice and advocacy considerations in your work with this client. This may include multicultural considerations for the client as well as relevant differences of power and privilege between and for you and the client. Additionally, note any considerations of help-seeking behaviors of diverse clients, the impact of spiritual beliefs on clients' and counselors' worldviews, and how these considerations would or would not be addressed by using A Racial/ Cultural Identity Development model. (2. F.2.b,e,f & g.)	0-59% No Understanding	4
	70-79% Average	18
	80-89% Mastery	33
	90-100% Exceptional	28
From a Multicultural perspective, describe how you would approach the therapeutic relationship with this particular client: discussing any ethical considerations that might be considered in working with this client; discussing how you might intervene on his behalf from a standpoint of advocacy and/ or from as standpoint of	0-59% No Understanding	4
	70-79% Average	16
	80-89% Mastery	38
	90-100% Exceptional	25

social justice. Also discuss strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination Note any dynamics that may emerge and how this might be approached in therapy. (2.F.2.h.)		
Considering 1-4 above, discuss what approaches might “not fit” when working with this particular client?	0-59% No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	4 1 17 30 31

CP 6651 Case Study – Biko (*n* = 83)

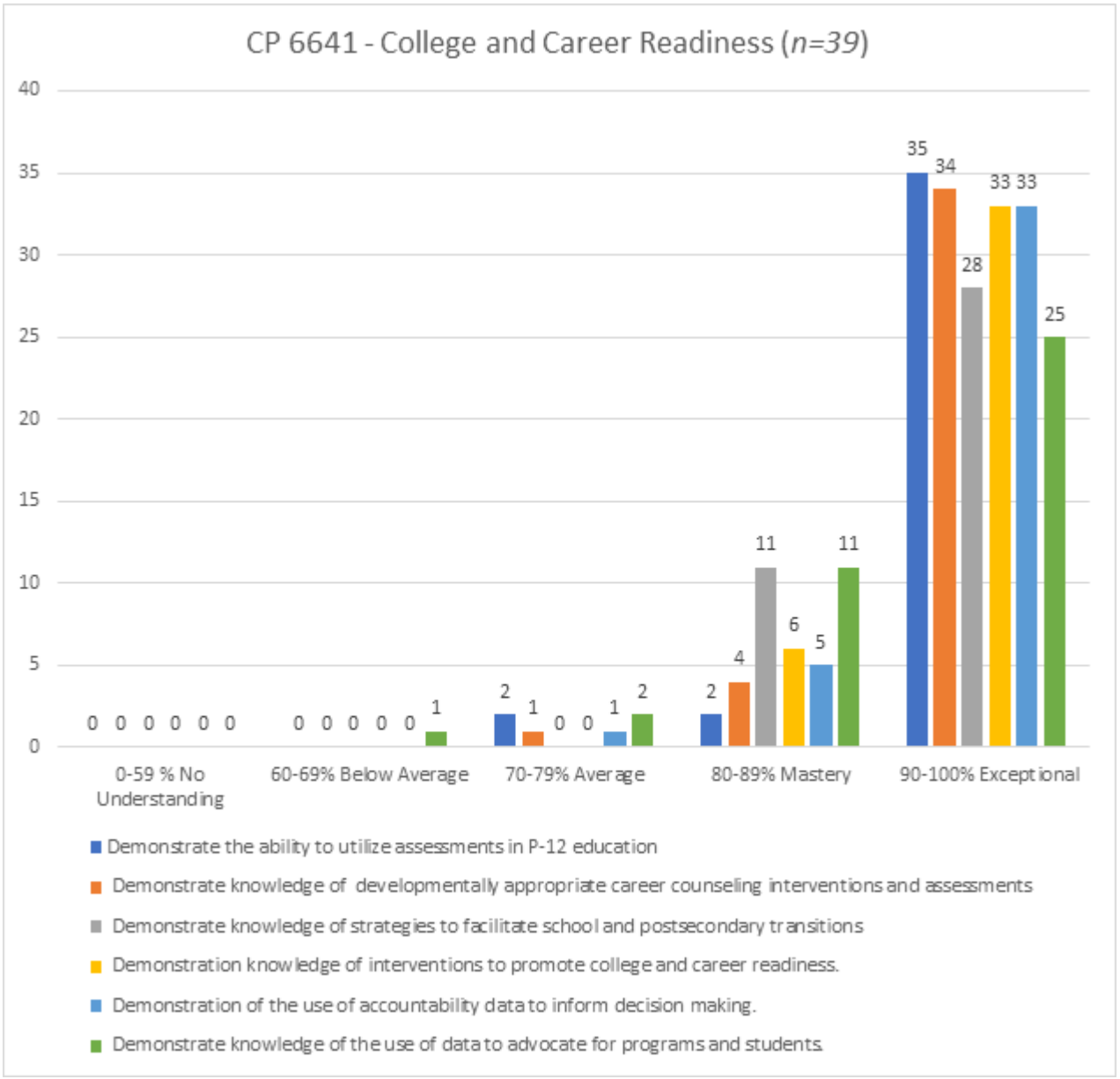


Program Objective 4	Core Area	KPIs	Data Collected	Domain	How and when collected
Develop counseling abilities to analyze, evaluate, apply, and create treatment methodologies, therapeutic interventions, assessment techniques, effective cultural strategies, and other abilities that apply to the practice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

School Counseling: College and Career Readiness Needs Assessment Development (*n* = 39)

School Counseling: CP 6641 College and Career Readiness Needs Assessment Development (*n* = 39)		
Demonstrate the ability to utilize assessments in P-12 education	70-79% Average 80-89% Mastery 90-100% Exceptional	2 2 35
Demonstrate knowledge of developmentally appropriate career counseling interventions and assessments	70-79% Average 80-89% Mastery 90-100% Exceptional	1 4 34
Demonstrate knowledge of strategies to facilitate school and postsecondary transitions	80-89% Mastery 90-100% Exceptional	11 28
Demonstration knowledge of interventions to promote college and career readiness.	80-89% Mastery 90-100% Exceptional	6 33
Demonstration of the use of accountability data to inform decision making.	70-79% Average 80-89% Mastery 90-100% Exceptional	1 5 33
Demonstrate knowledge of the use of data to advocate for programs and students.	60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 2 11 25

School Counseling: College and Career Readiness Needs Assessment Development (*n* = 39)

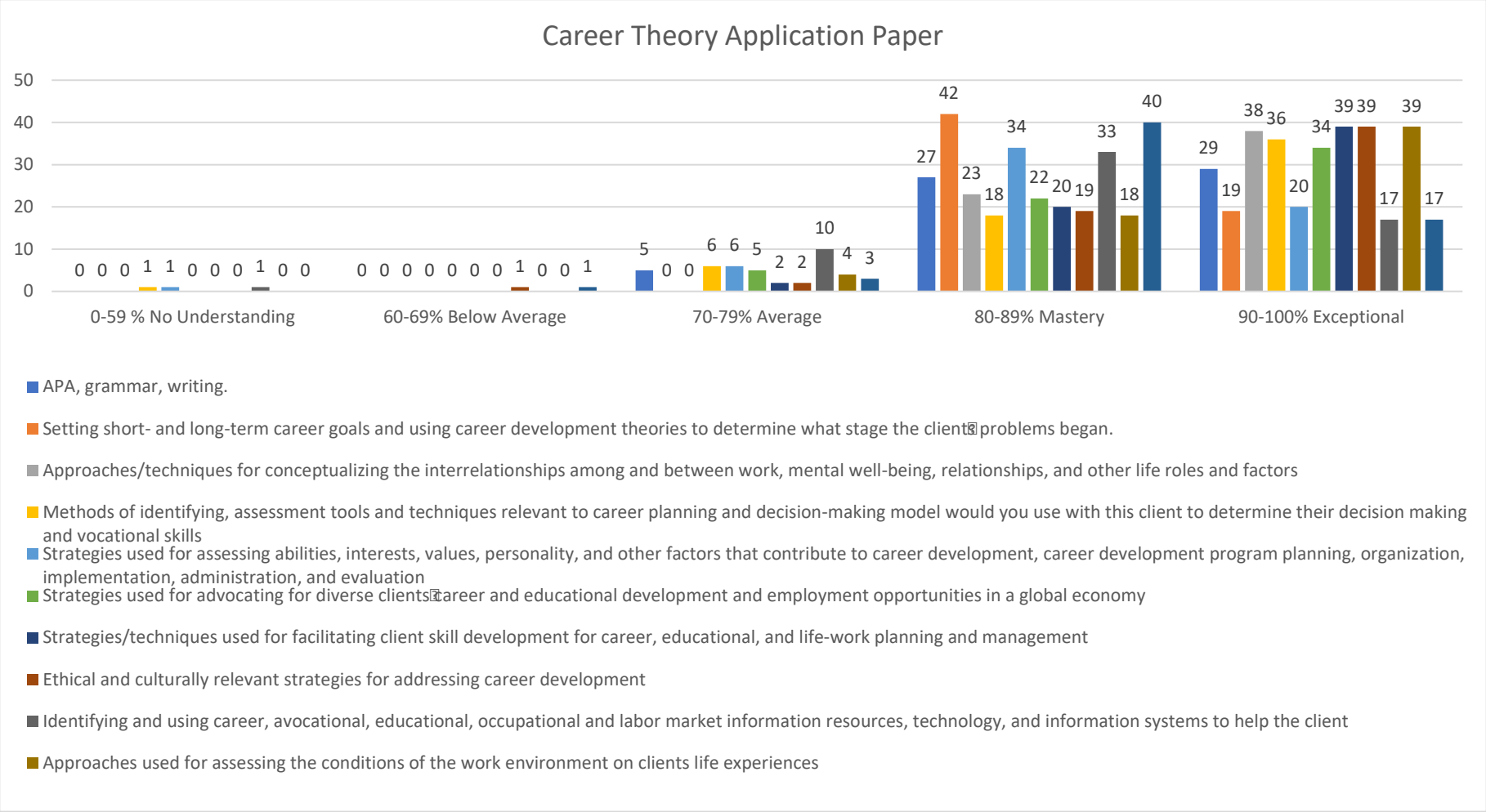


School Counseling: College and Career Theory Application Paper (*n* = 119)

School Counseling: PSY 6635 Career Theory Application Paper (*n* = 119)		
APA, grammar, writing.	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	23 46 41 9
Setting short- and long-term career goals and using career development theories to determine what stage the client's problems began.	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	1 29 80 9
Approaches/ techniques for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	3 52 55 9
Methods of identifying, assessment tools and techniques relevant to career planning and decision-making model would you use with this client to determine their decision making and vocational skills	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	23 17 70 9
Strategies used for assessing abilities, interests, values, personality, and other factors that contribute to career development, career development program planning, organization, implementation, administration, and evaluation	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	24 13 73 9
Strategies used for advocating for diverse clients' career and educational development and employment opportunities in a global economy	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	22 10 78 9
Strategies/ techniques used for facilitating client skill development for career, educational, and life-work planning and management	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	3 34 73 9
Ethical and culturally relevant strategies for addressing career development	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	22 4 84 9
Identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems to help the client	70-79% Average 80-89% Mastery 90-100% Exceptional	24 5 81

	(blank)	9
Approaches used for assessing the conditions of the work environment on clients' life experiences	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	25 15 70 9
Summarizing all treatment considerations and after care plan.	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	23 5 82 9

School Counseling: College and Career Theory Application Paper (*n* = 119)

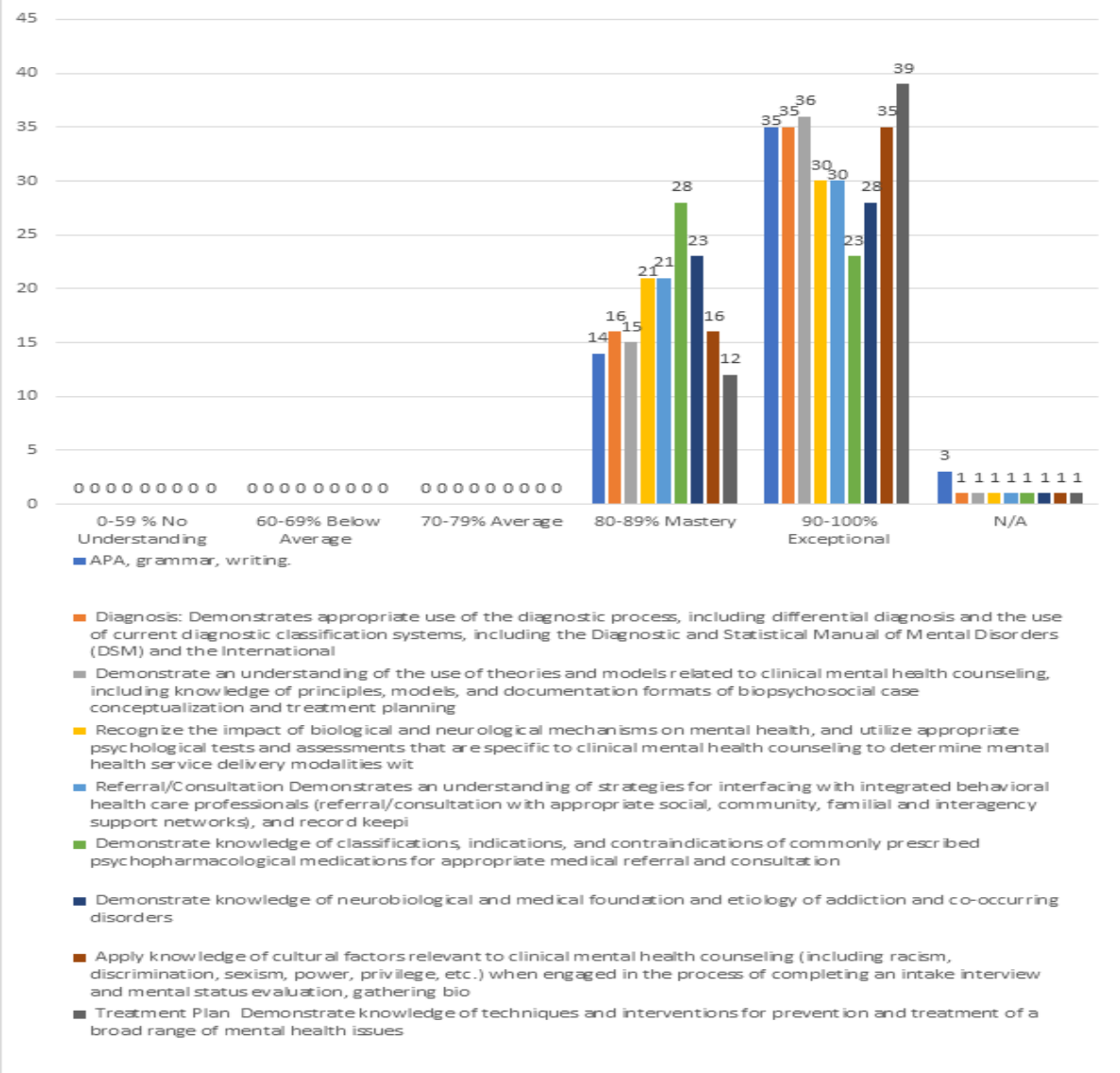


Clinical Mental Health Counseling: Comprehensive Case Study (*n* = 52)

CMHC: CP 6660 Comprehensive Case Study (*n* = 52)		
APA, grammar, writing.	80-89% Mastery 90-100% Exceptional (blank)	14 35 3
Diagnosis: Demonstrates appropriate use of the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) to determine etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	80-89% Mastery 90-100% Exceptional (blank)	16 35 1
Demonstrate an understanding of the use of theories and models related to clinical mental health counseling, including knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	80-89% Mastery 90-100% Exceptional (blank)	15 36 1
Recognize the impact of biological and neurological mechanisms on mental health, and utilize appropriate psychological tests and assessments that are specific to clinical mental health counseling to determine mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	80-89% Mastery 90-100% Exceptional (blank)	21 30 1
Referral/Consultation Demonstrates an understanding of strategies for interfacing with integrated behavioral health care professionals (referral/consultation with appropriate social, community, familial and interagency support networks), and record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.	80-89% Mastery 90-100% Exceptional (blank)	21 30 1
Demonstrate knowledge of classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	80-89% Mastery 90-100% Exceptional (blank)	28 23 1
Demonstrate knowledge of neurobiological and medical foundation and etiology of addiction and co-occurring disorders	80-89% Mastery 90-100% Exceptional (blank)	23 28 1
Apply knowledge of cultural factors relevant to clinical mental health counseling (including racism, discrimination, sexism, power, privilege, etc.) when engaged in the process of completing an intake interview and mental status evaluation, gathering biopsychosocial history, mental health history,	80-89% Mastery 90-100% Exceptional (blank)	16 35 1

and administering psychological assessment for treatment planning and caseload management		
Treatment Plan Demonstrate knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues	80-89% Mastery 90-100% Exceptional (blank)	12 39 1

Clinical Mental Health Counseling: Comprehensive Case Study (*n* = 52)

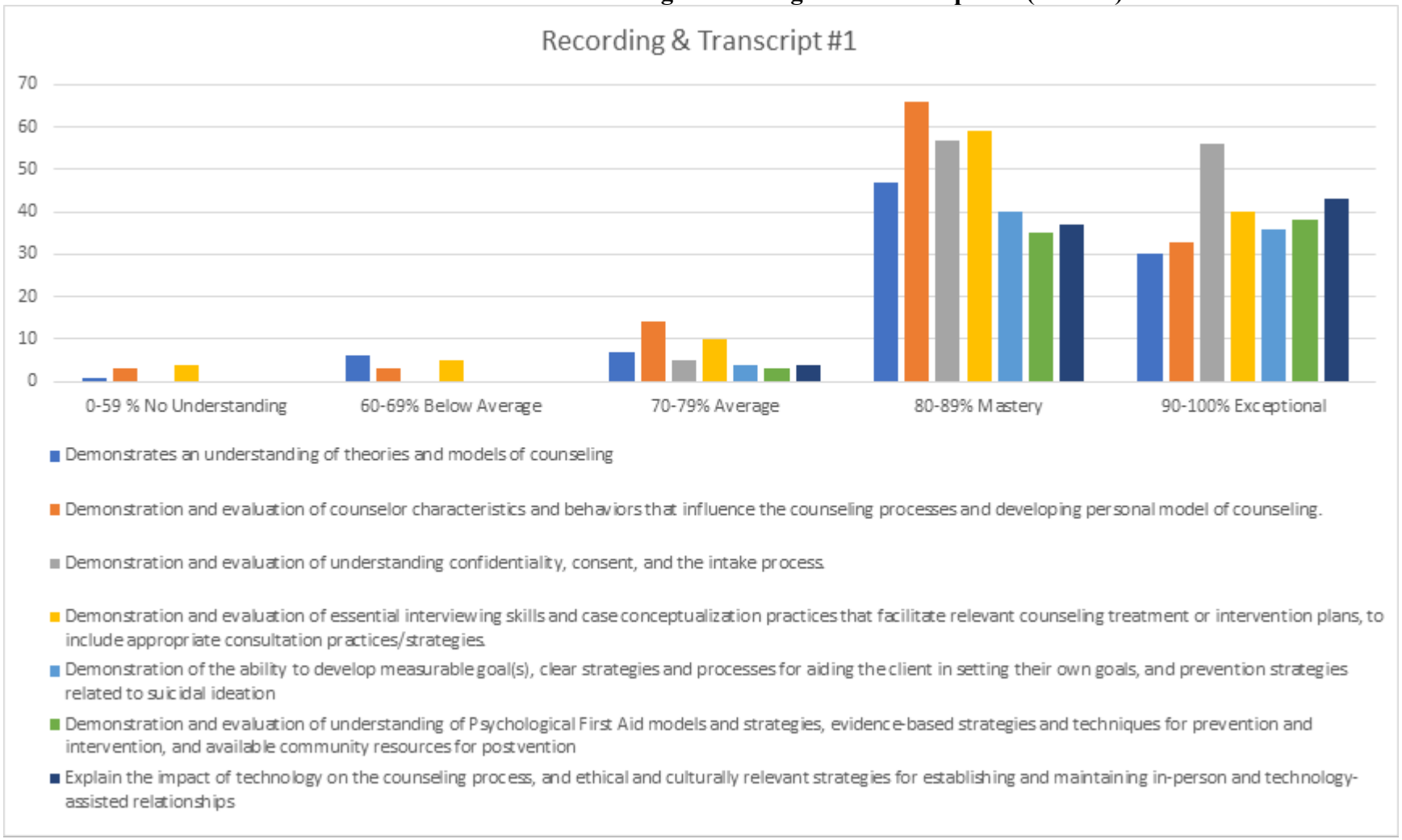


Clinical Mental Health Counseling: Recording and Transcripts #1 (*n* = 135)

CMHC CP 6610 Recording & Transcription #1 (*n* = 135)		
Demonstrates an understanding of theories and models of counseling	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	7 12 20 29 67
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes and developing personal model of counseling.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	6 9 15 35 70
Demonstration and evaluation of understanding confidentiality, consent, and the intake process.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	6 7 21 30 71
Demonstration and evaluation of essential interviewing skills and case conceptualization practices that facilitate relevant counseling treatment or intervention plans, to include appropriate consultation practices/strategies.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	7 8 21 32 67
Demonstration of the ability to develop measurable goal(s), clear strategies and processes for aiding the client in setting their own goals, and prevention strategies related to suicidal ideation	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	7 12 25 10 70 11
Demonstration and evaluation of understanding of Psychological First Aid models and strategies, evidence-based strategies and techniques for prevention and intervention, and available community resources for postvention	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	12 5 26 11 70 11
Explain the impact of technology on the counseling process, and ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery	8 7 15 24

	90-100% Exceptional	70
	(blank)	11

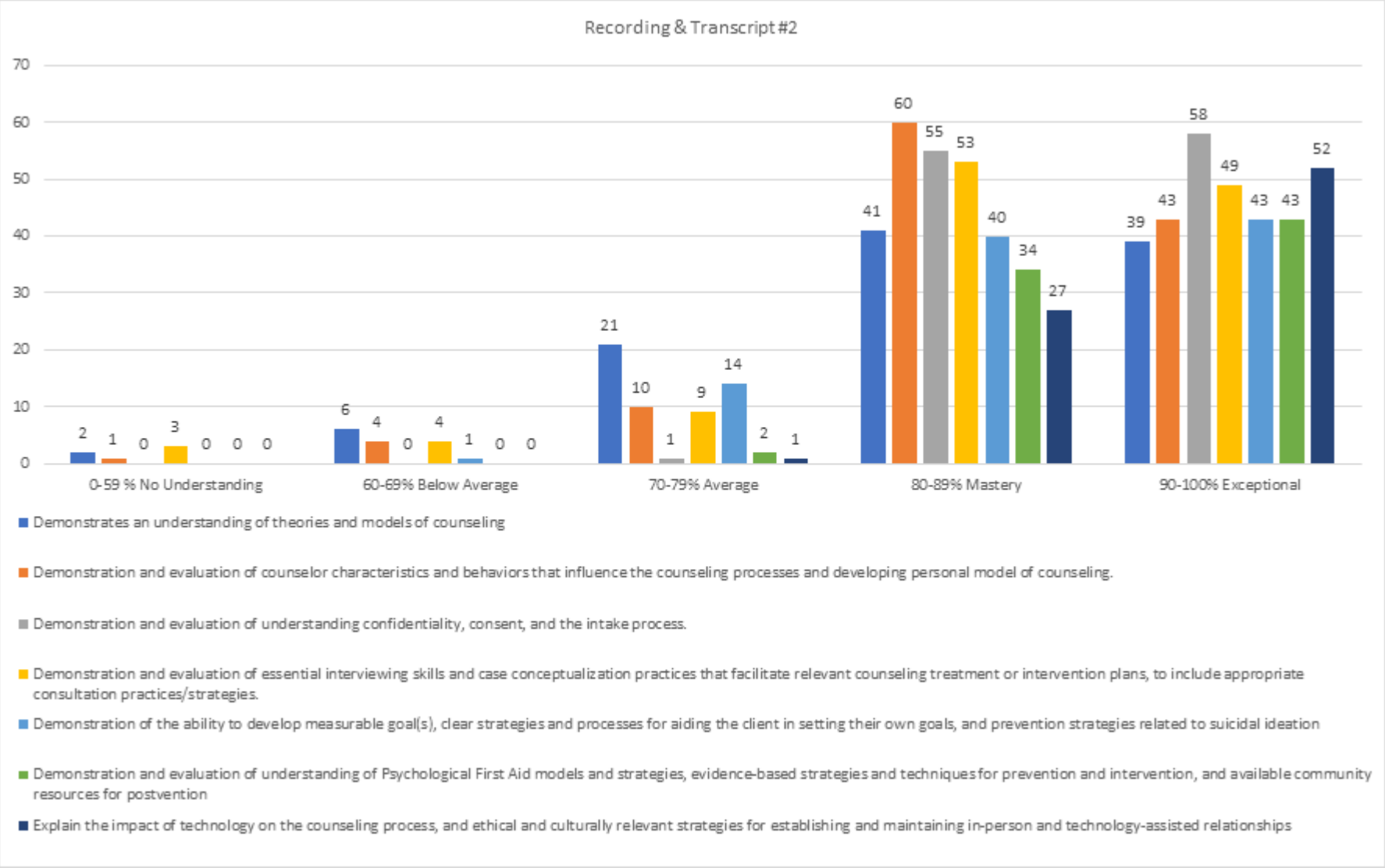
Clinical Mental Health Counseling: Recording and Transcripts #1 (*n* = 135)



Clinical Mental Health Counseling: Recording and Transcripts #2 (*n* = 134)

CMHC: CP 6610 Recording & Transcription #2 (*n* = 134)		
Demonstrates an understanding of theories and models of counseling	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 1 26 29 77
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes and developing personal model of counseling.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 1 19 35 78
Demonstration and evaluation of understanding confidentiality, consent, and the intake process.	0-59 % No Understanding 70-79% Average 80-89% Master 90-100% Exceptional (blank)	1 21 35 76 1
Demonstration and evaluation of essential interviewing skills and case conceptualization practices that facilitate relevant counseling treatment or intervention plans, to include appropriate consultation practices/strategies.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 3 32 22 76
Demonstration of the ability to develop measurable goal(s), clear strategies and processes for aiding the client in setting their own goals, and prevention strategies related to suicidal ideation	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	4 2 23 27 76 2
Demonstration and evaluation of understanding of Psychological First Aid models and strategies, evidence-based strategies and techniques for prevention and intervention, and available community resources for postvention	0-59 % No Understanding 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	1 33 11 77 12
Explain the impact of technology on the counseling process, and ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 2 22 32 77

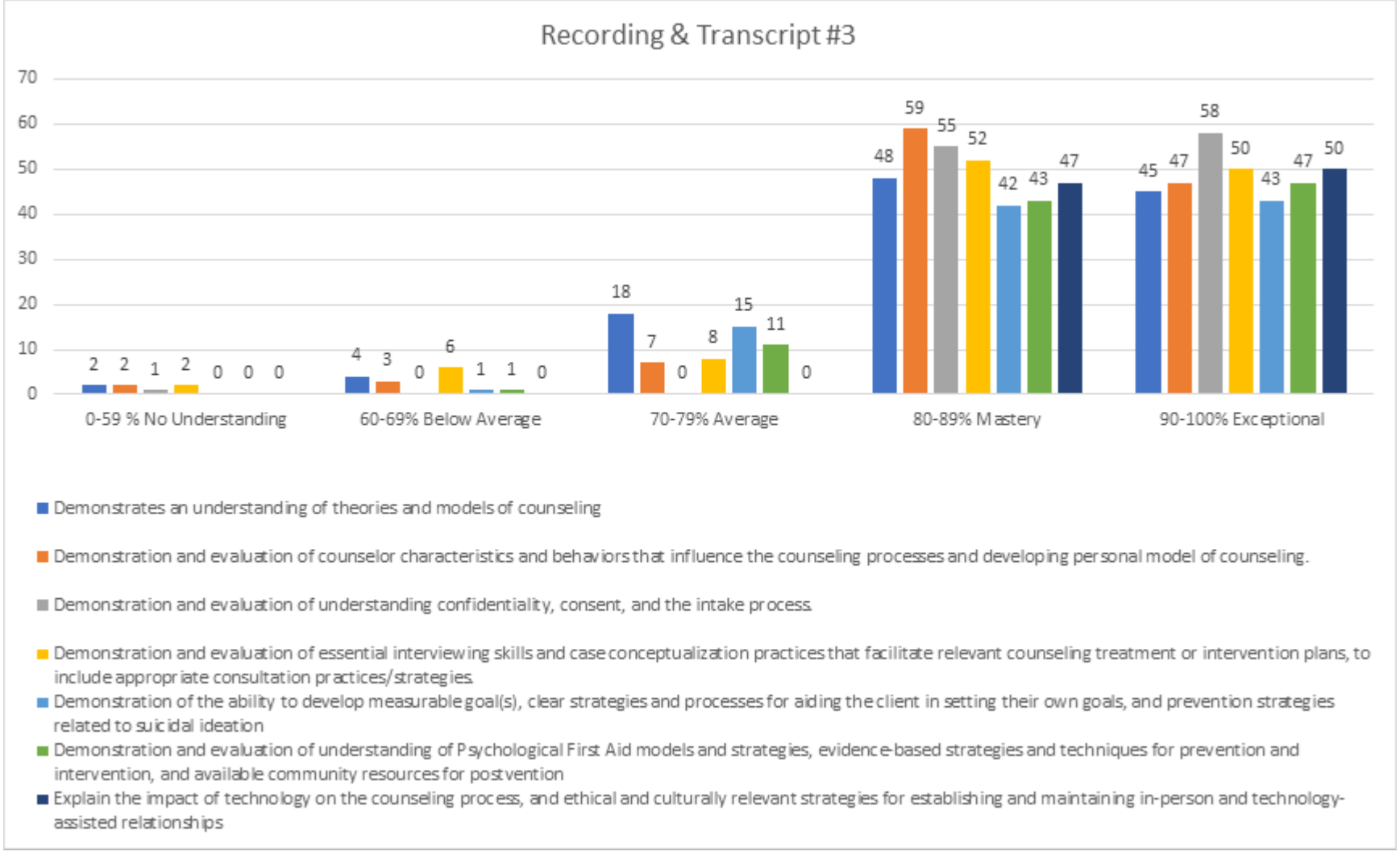
Clinical Mental Health Counseling: Recording and Transcripts #2 (*n* = 134)



Clinical Mental Health Counseling: Recording and Transcripts #3 (*n* = 124)

CMHC: CP 6610 Recording & Transcription #3 (*n* = 124)		
Demonstrates an understanding of theories and models of counseling	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	16 1 20 29 58
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes and developing personal model of counseling.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	16 1 5 44 58
Demonstration and evaluation of understanding confidentiality, consent, and the intake process.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	16 1 5 45 57
Demonstration and evaluation of essential interviewing skills and case conceptualization practices that facilitate relevant counseling treatment or intervention plans, to include appropriate consultation practices/strategies.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	16 1 8 42 57
Demonstration of the ability to develop measurable goal(s), clear strategies and processes for aiding the client in setting their own goals, and prevention strategies related to suicidal ideation	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	16 1 19 31 57
Demonstration and evaluation of understanding of Psychological First Aid models and strategies, evidence-based strategies and techniques for prevention and intervention, and available community resources for postvention	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	16 1 25 25 57
Explain the impact of technology on the counseling process, and ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	16 1 8 43 56

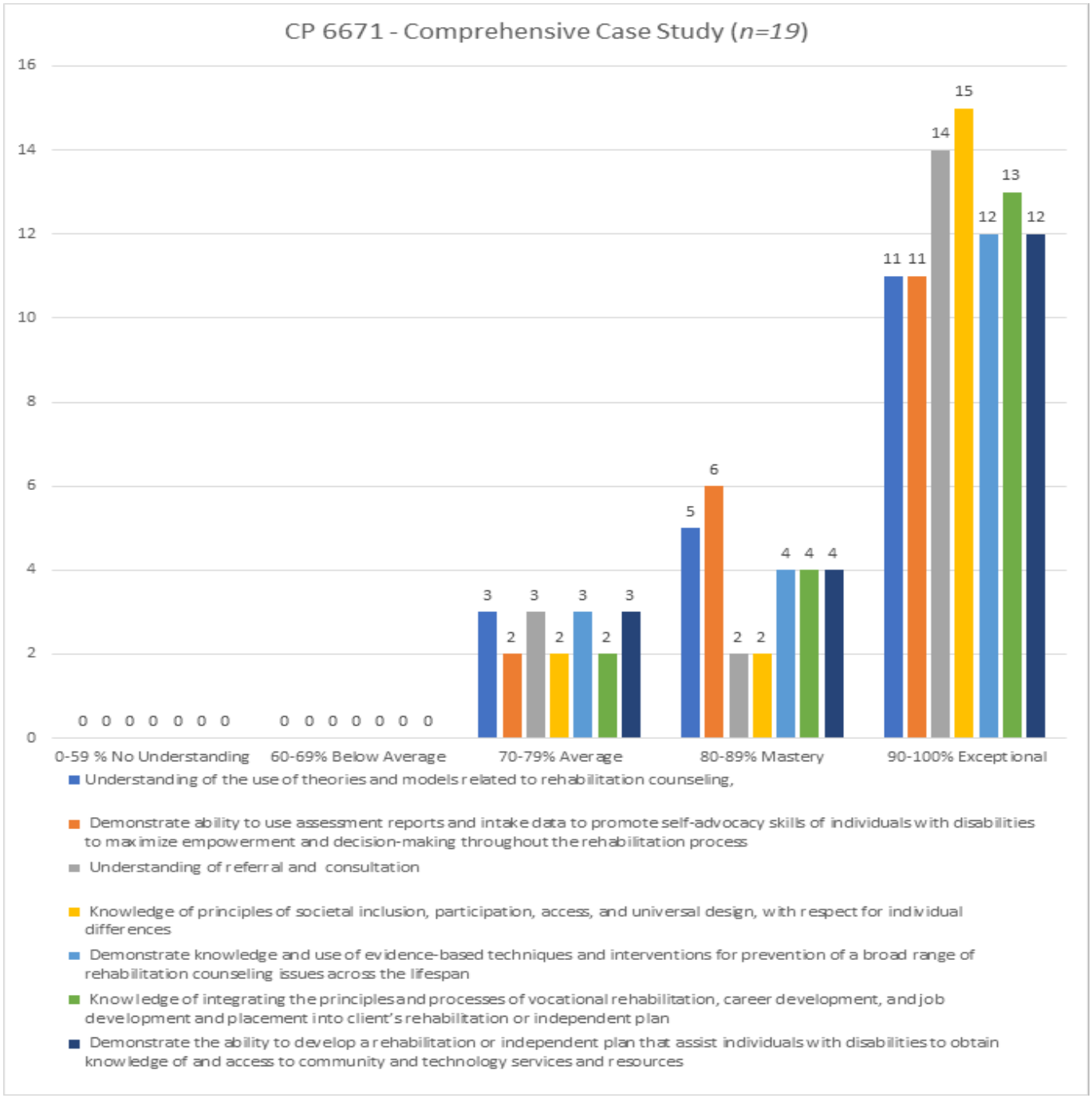
Clinical Mental Health Counseling: Recording and Transcripts #3 (*n* = 124)



Rehabilitation Counseling: Comprehensive Case Study (*n* = 19)

CP 6671 Rehabilitation: Comprehensive Case Study (*n* = 19)		
Understanding of the use of theories and models related to rehabilitation counseling	70-79% Average 80-89% Mastery 90-100% Exceptional	3 5 11
Demonstrate ability to use assessment reports and intake data to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process	70-79% Average 80-89% Mastery 90-100% Exceptional	2 6 11
Understanding of referral and consultation	70-79% Average 80-89% Mastery 90-100% Exceptional	3 2 14
Knowledge of principles of societal inclusion, participation, access, and universal design, with respect for individual differences	70-79% Average 80-89% Mastery 90-100% Exceptional	2 2 15
Demonstrate knowledge and use of evidence-based techniques and interventions for prevention of a broad range of rehabilitation counseling issues across the lifespan	70-79% Average 80-89% Mastery 90-100% Exceptional	3 4 12
Knowledge of integrating the principles and processes of vocational rehabilitation, career development, and job development and placement into client's rehabilitation or independent plan	70-79% Average 80-89% Mastery 90-100% Exceptional	2 4 13
Demonstrate the ability to develop a rehabilitation or independent plan that assist individuals with disabilities to obtain knowledge of and access to community and technology services and resources	70-79% Average 80-89% Mastery 90-100% Exceptional	3 4 12

Rehabilitation Counseling: Comprehensive Case Study (*n* = 19)



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

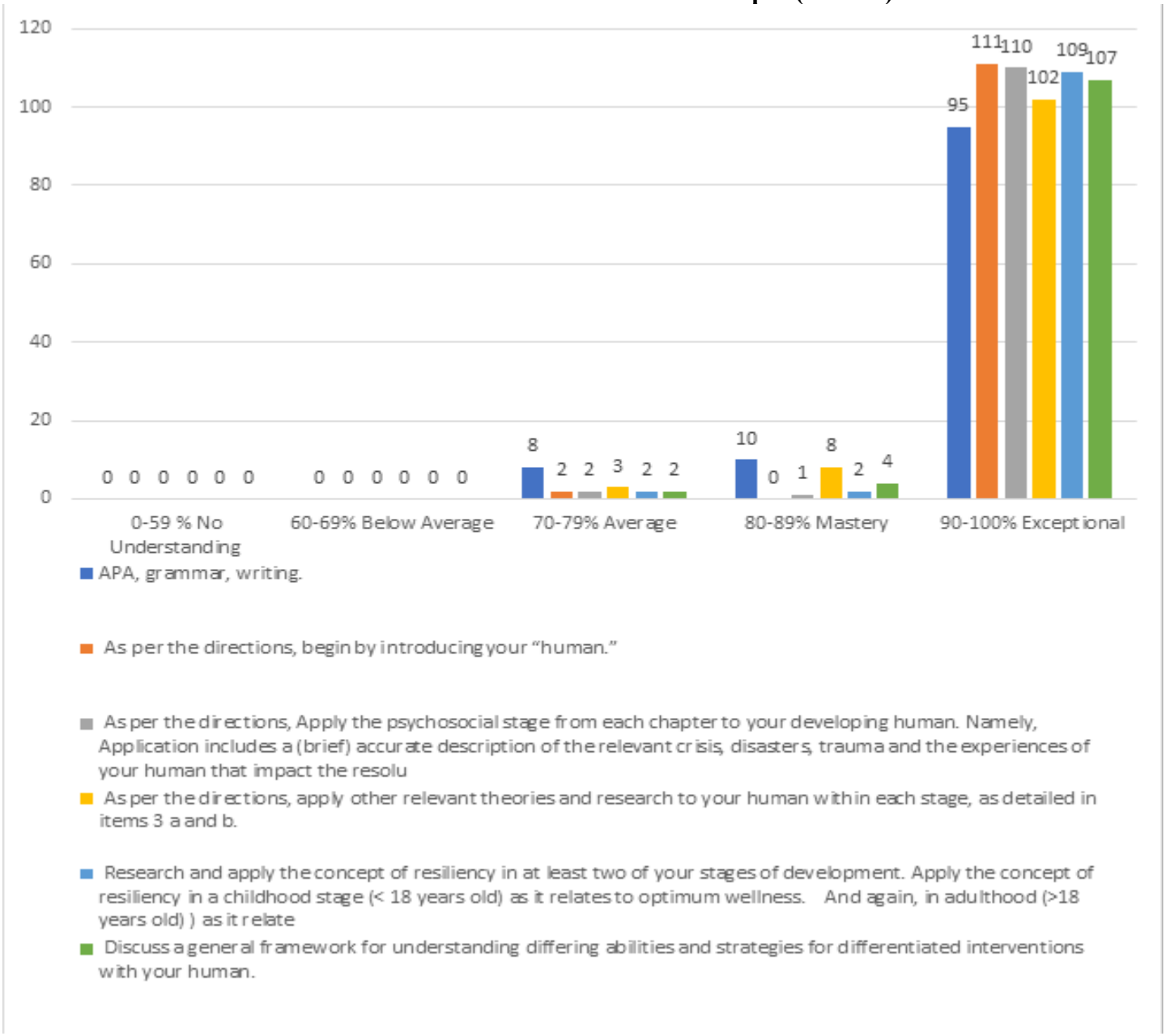
		strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members.	2.F.6.c)		
			FTP (2.F.6.d)	Skill	CP 6642
			CPCE	Knowledge	End of Program
	Assessment	Demonstrate knowledge of the historical perspectives concerning the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

PSY 6668: Intervention and Theoretical Paper (*n* = 113)

PSY 6668 Intervention and Theoretical Paper (*n* = 113)		
APA, grammar, writing.	70-79% Average 80-89% Mastery 90-100% Exceptional	8 10 95
As per the directions, begin by introducing your "human."	70-79% Average 90-100% Exceptional	2 111
As per the directions, Apply the psychosocial stage from each chapter to your developing human. Namely, Application includes a (brief) accurate description of the relevant crisis, disasters, trauma and the experiences of your human that impact the resolution (positive or negative or somewhere in between) of the crisis, disasters, and trauma they face. (2.F3g) You will also include a section for at least one stage and how your human would deal with developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors the affect both normal and abnormal personality development. (2.F3c, 2.F3d, 2.F3e, 2.F3f) Be sure to 'carry through' the results of a stage's resolution in a logical manner to later stages, and explicitly describe the consequences in those later stage sections.	70-79% Average 80-89% Mastery 90-100% Exceptional	2 1 110

As per the directions, apply other relevant theories and research to your human within each stage, as detailed in items 3 a and b.	70-79% Average 80-89% Mastery 90-100% Exceptional	3 8 102
Research and apply the concept of resiliency in at least two of your stages of development. Apply the concept of resiliency in a childhood stage (< 18 years old) as it relates to optimum wellness. And again, in adulthood (>18 years old)) as it relates to optimum wellness.	70-79% Average 80-89% Mastery 90-100% Exceptional	2 2 109
Discuss a general framework for understanding differing abilities and strategies for differentiated interventions with your human.	70-79% Average 80-89% Mastery 90-100% Exceptional	2 4 107

PSY 6668: Intervention and Theoretical Paper (*n* = 113)

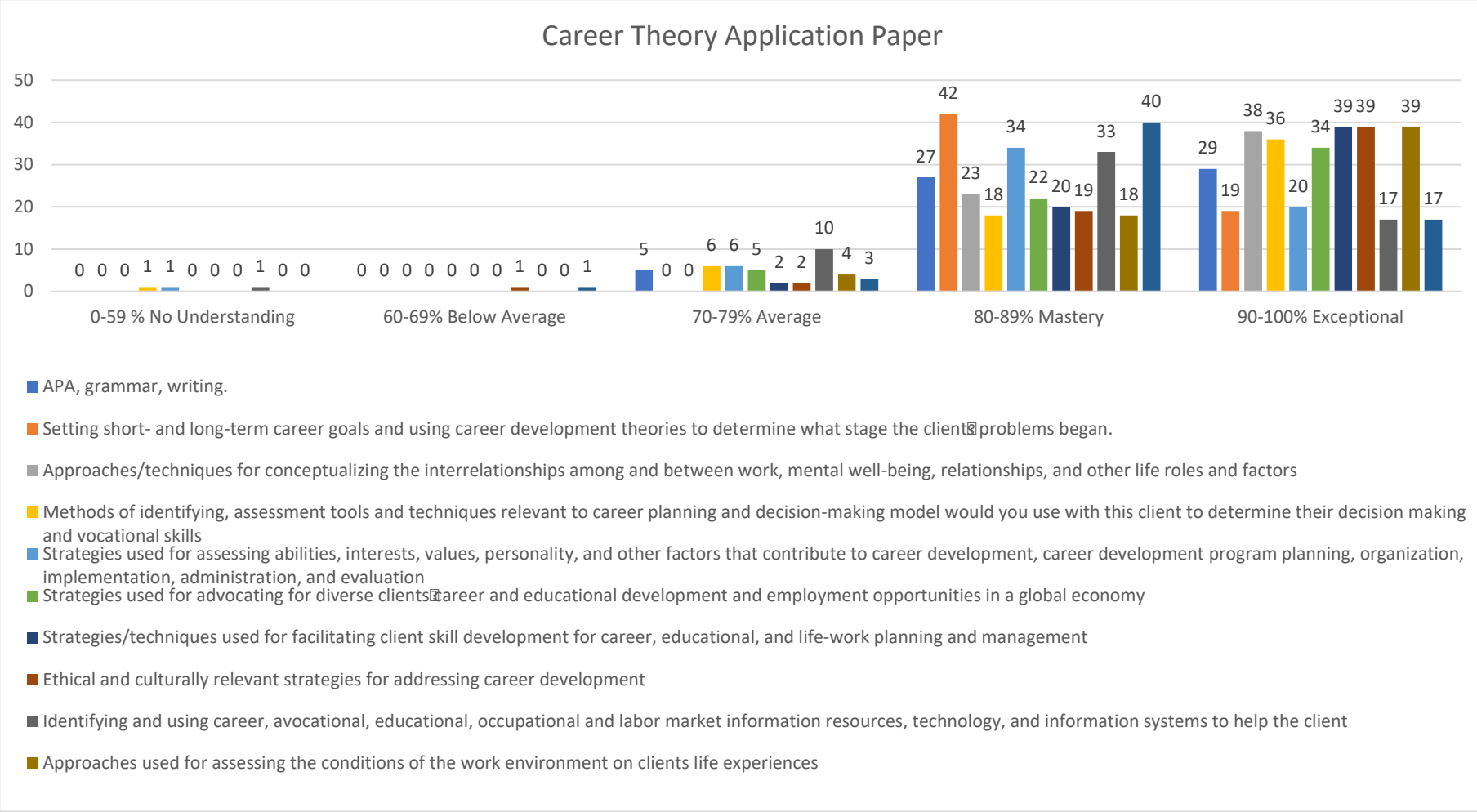


PSY 6635: Career Theory Application Paper (*n* = 119)

School Counseling: PSY 6635 Career Theory Application Paper (*n* = 119)		
APA, grammar, writing.	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	23 46 41 9
Setting short- and long-term career goals and using career development theories to determine what stage the client's problems began.	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	1 29 80 9
Approaches/ techniques for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	3 52 55 9
Methods of identifying, assessment tools and techniques relevant to career planning and decision-making model would you use with this client to determine their decision making and vocational skills	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	23 17 70 9
Strategies used for assessing abilities, interests, values, personality, and other factors that contribute to career development, career development program planning, organization, implementation, administration, and evaluation	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	24 13 73 9
Strategies used for advocating for diverse clients' career and educational development and employment opportunities in a global economy	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	22 10 78 9
Strategies/ techniques used for facilitating client skill development for career, educational, and life-work planning and management	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	3 34 73 9
Ethical and culturally relevant strategies for addressing career development	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	22 4 84 9
Identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems to help the client	70-79% Average 80-89% Mastery 90-100% Exceptional	24 5 81

	(blank)	9
Approaches used for assessing the conditions of the work environment on clients' life experiences	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	25 15 70 9
Summarizing all treatment considerations and after care plan.	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	23 5 82 9

PSY 6635: Career Theory Application Paper (*n* = 119)

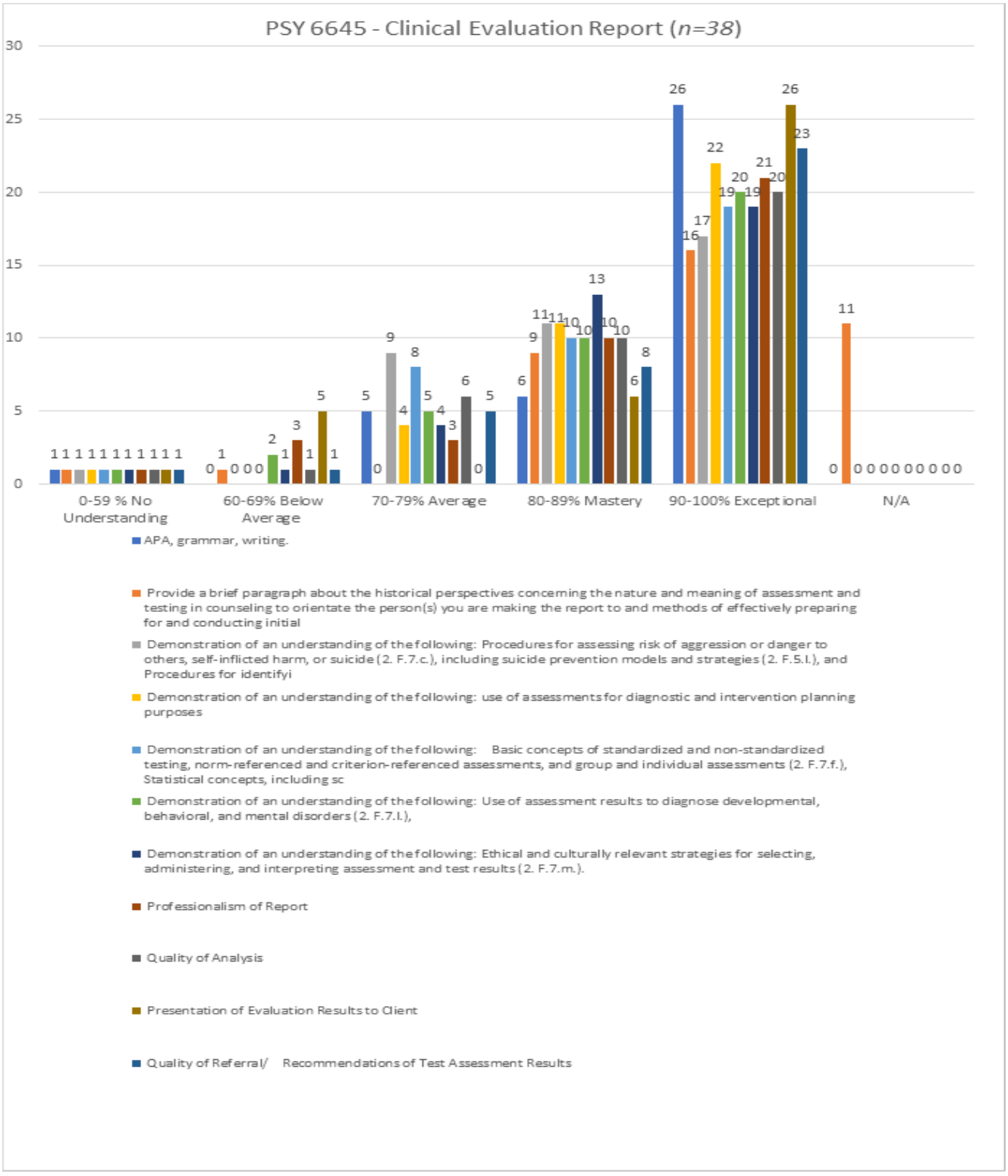


PSY 6645: Clinical Evaluation Report (*n* = 38)

PSY 6645 Clinical Evaluation Report (*n* = 38)		
APA, grammar, writing.	0-59 % No Understanding 70-79% Average 80-89% Mastery 90-100% Exceptional	1 5 6 26
Provide a brief paragraph about the historical perspectives concerning the nature and meaning of assessment and testing in counseling to orientate the person(s) you are making the report to and methods of effectively preparing for and conducting initial assessment meetings	0-59 % No Understanding 60-69% Below Average 80-89% Mastery 90-100% Exceptional (blank)	1 1 9 16 11
Demonstration of an understanding of the following: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (2. F.7.c.), including suicide prevention models and strategies (2. F.5.l.), and Procedures for identifying trauma and abuse and for reporting abuse (2. F.7.d.)	0-59 % No Understanding 70-79% Average 80-89% Mastery 90-100% Exceptional	1 9 11 17
Demonstration of an understanding of the following: use of assessments for diagnostic and intervention planning purposes	0-59 % No Understanding 70-79% Average 80-89% Mastery 90-100% Exceptional	1 4 11 22
Demonstration of an understanding of the following: Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (2. F.7.f.), Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (2. F.7.g.), Reliability and validity in the use of assessments (2. F.7.h.), Use of assessments relevant to academic/educational, career, personal, and social development (2. F.7.i.), Use of environmental assessments and systematic behavioral observations (2. F.7.j.), Use of symptom checklists, and	0-59 % No Understanding 70-79% Average 80-89% Mastery 90-100% Exceptional	1 8 10 19

personality and psychological testing (2. F.7.k.)		
Demonstration of an understanding of the following: Use of assessment results to diagnose developmental, behavioral, and mental disorders (2. F.7.l.)	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 2 5 10 20
Demonstration of an understanding of the following: Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (2. F.7.m.).	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 1 4 13 19
Professionalism of Report	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 3 3 10 21
Quality of Analysis	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 1 6 10 20
Presentation of Evaluation Results to Client	0-59 % No Understanding 60-69% Below Average 80-89% Mastery 90-100% Exceptional	1 5 6 26
Quality of Referral/ Recommendations of Test Assessment Results	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 1 5 8 23

PSY 6645: Clinical Evaluation Report (*n* = 38)

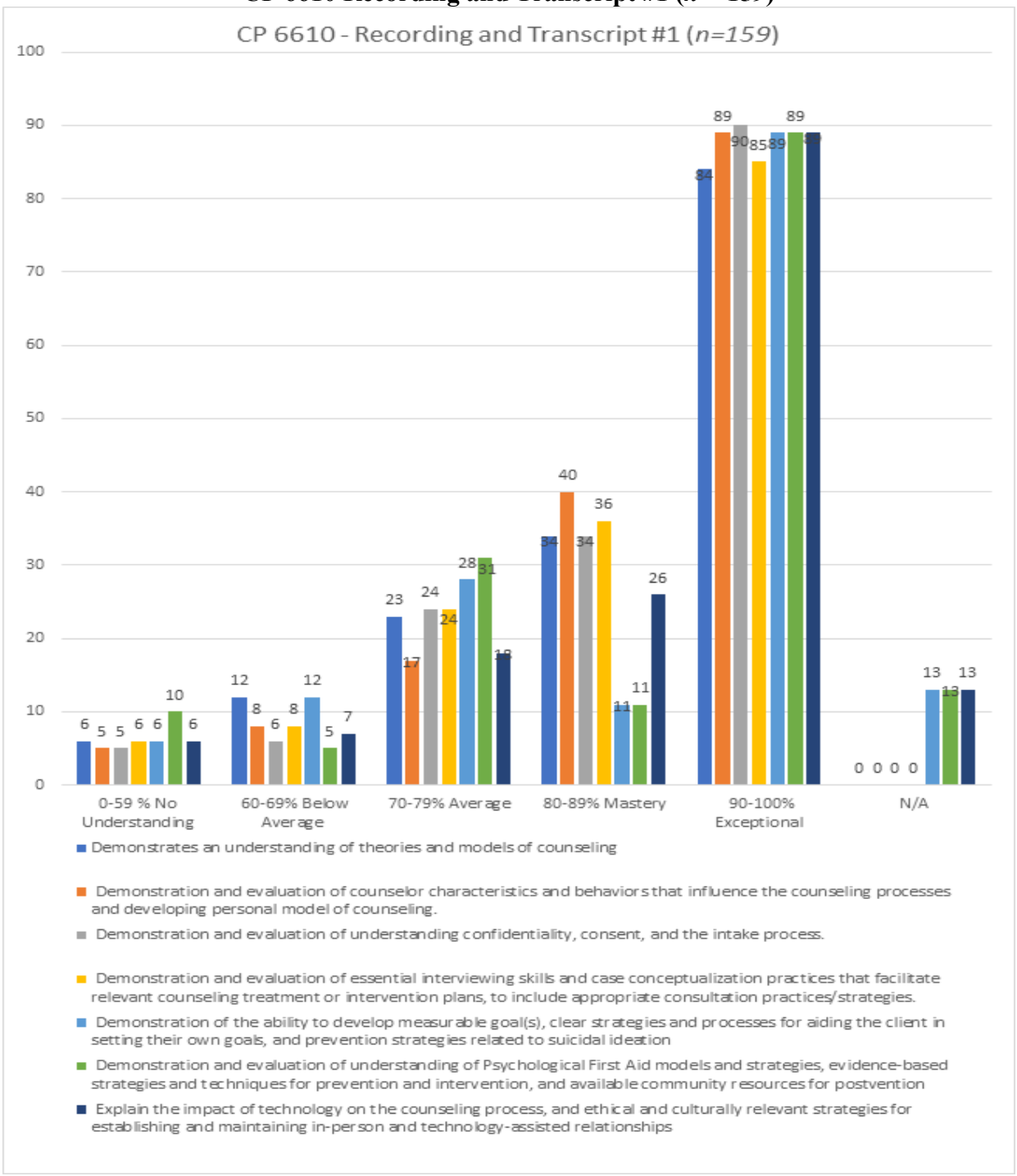


CP 6610 Recording and Transcript #1 (*n* = 159)

CP 6610 Recording & Transcription #1 (*n* = 159)		
Demonstrates an understanding of theories and models of counseling	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	6 12 23 34 84
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes and developing personal model of counseling.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	5 8 17 40 89
Demonstration and evaluation of understanding confidentiality, consent, and the intake process.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	5 8 17 40 89
Demonstration and evaluation of essential interviewing skills and case conceptualization practices that facilitate relevant counseling treatment or intervention plans, to include appropriate consultation practices/strategies.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	5 6 24 34 90
Demonstration of the ability to develop measurable goal(s), clear strategies and processes for aiding the client in setting their own goals, and prevention strategies related to suicidal ideation	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	6 8 24 36 85
Demonstration and evaluation of understanding of Psychological First Aid models and strategies, evidence-based strategies and techniques for prevention and intervention, and available community resources for postvention	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	6 12 28 11 89 13
Explain the impact of technology on the counseling process, and ethical and	0-59 % No Understanding 60-69% Below Average 70-79% Average	10 5 31

culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	80-89% Mastery 90-100% Exceptional (blank)	11 89 13

CP 6610 Recording and Transcript #1 (*n* = 159)

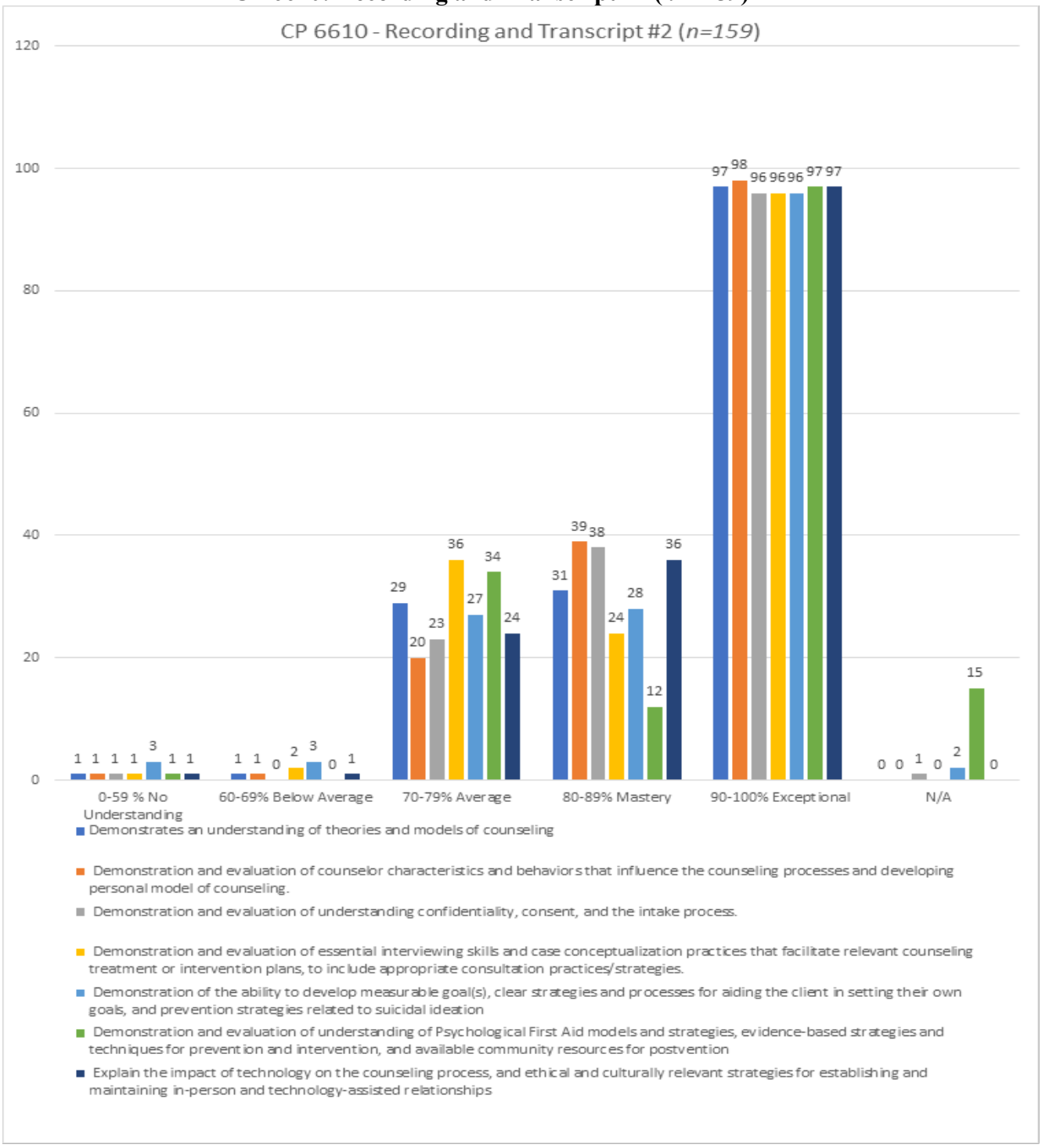


CP 6610: Recording and Transcript #2 (*n* = 159)

CP 6610 Recording & Transcription #2 (*n* = 159)		
Demonstrates an understanding of theories and models of counseling	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 1 29 31 97
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes and developing personal model of counseling.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 1 20 39 98
Demonstration and evaluation of understanding confidentiality, consent, and the intake process.	0-59 % No Understanding 70-79% Average 80-89% Master 90-100% Exceptional (blank)	1 23 38 96 1
Demonstration and evaluation of essential interviewing skills and case conceptualization practices that facilitate relevant counseling treatment or intervention plans, to include appropriate consultation practices/strategies.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 2 36 24 96
Demonstration of the ability to develop measurable goal(s), clear strategies and processes for aiding the client in setting their own goals, and prevention strategies related to suicidal ideation	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	3 3 27 28 96 2
Demonstration and evaluation of understanding of Psychological First Aid models and strategies, evidence-based strategies and techniques for prevention and intervention, and available community resources for postvention	0-59 % No Understanding 70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	1 34 12 97 15
Explain the impact of technology on the counseling process, and ethical and culturally relevant strategies for establishing and maintaining in-	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 1 24 36 97

person and technology-assisted relationships	

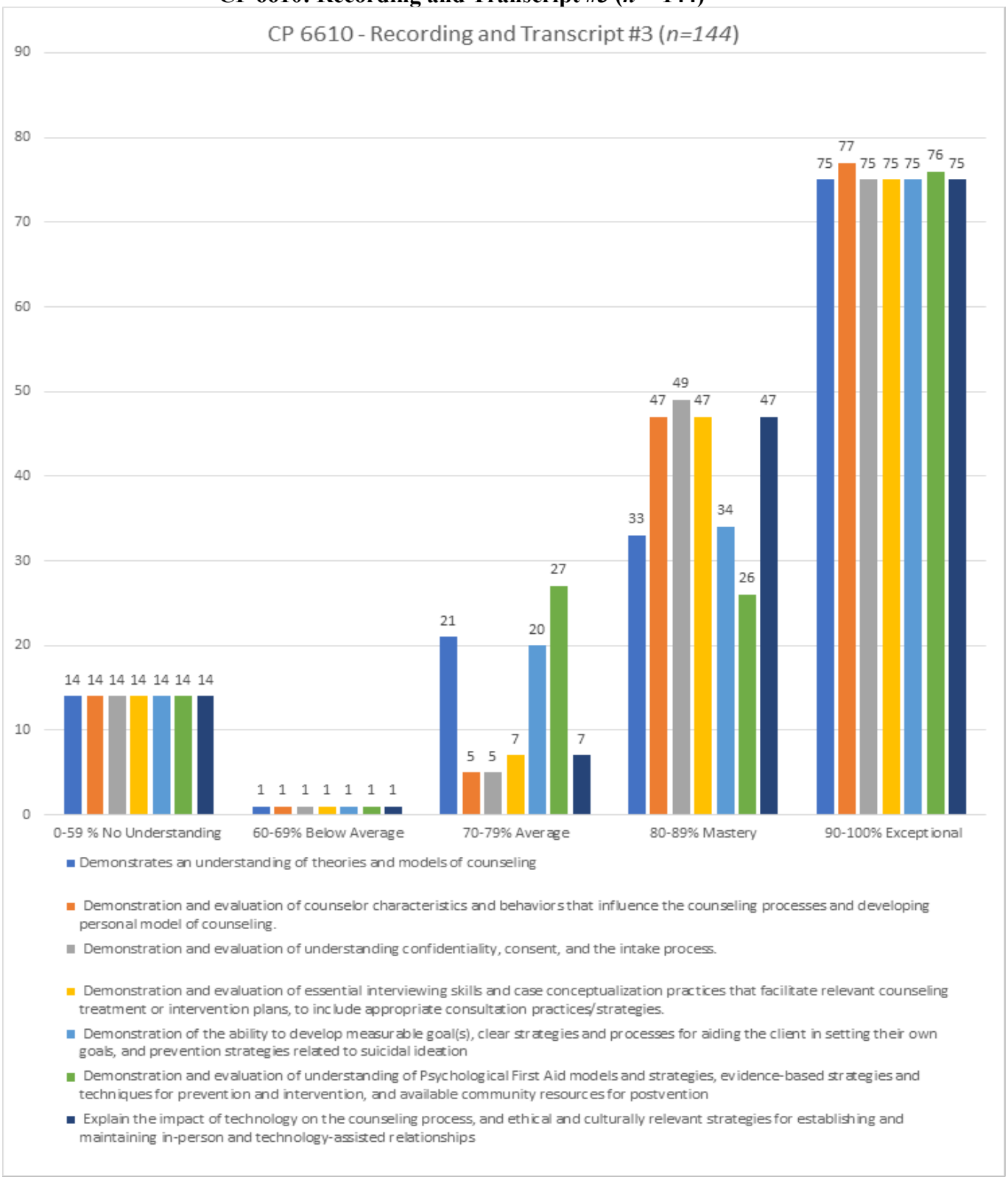
CP 6610: Recording and Transcript #2 (*n* = 159)



CP 6610: Recording and Transcript #3 (*n* = 144)

CP 6610 Recording & Transcription #3 (*n* = 144)		
Demonstrates an understanding of theories and models of counseling	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	14 1 21 33 75
Demonstration and evaluation of counselor characteristics and behaviors that influence the counseling processes and developing personal model of counseling.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	14 1 5 47 77
Demonstration and evaluation of understanding confidentiality, consent, and the intake process.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	14 1 5 49 75
Demonstration and evaluation of essential interviewing skills and case conceptualization practices that facilitate relevant counseling treatment or intervention plans, to include appropriate consultation practices/strategies.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	14 1 7 47 75
Demonstration of the ability to develop measurable goal(s), clear strategies and processes for aiding the client in setting their own goals, and prevention strategies related to suicidal ideation	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	14 1 20 34 75
Demonstration and evaluation of understanding of Psychological First Aid models and strategies, evidence-based strategies and techniques for prevention and intervention, and available community resources for postvention	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	14 1 27 26 76
Explain the impact of technology on the counseling process, and ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	14 1 7 47 75

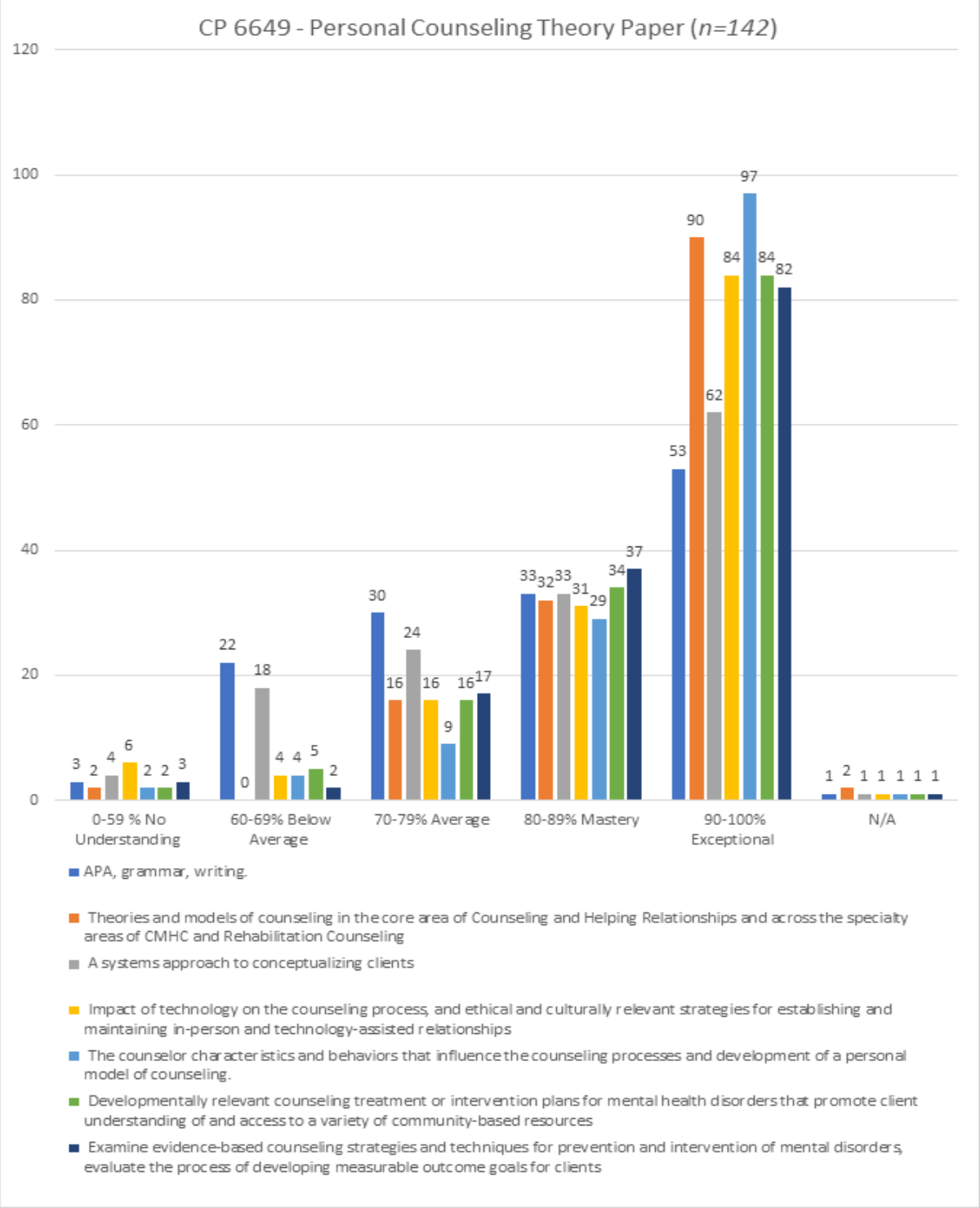
CP 6610: Recording and Transcript #3 (n = 144)



CP 6649: Personal Theory Paper (*n* = 142)

Personal Counseling Theory Paper (*n* = 142)		
APA, grammar, writing	0-59 % No Understanding	3
	60-69% Below Average	22
	70-79% Average	30
	80-89% Mastery	33
	90-100% Exceptional	53
	(blank)	1
Theories and models of counseling in the core area of Counseling and Helping Relationships and across the specialty areas of CMHC and Rehabilitation Counseling	0-59 % No Understanding	2
	70-79% Average	16
	80-89% Mastery	32
	90-100% Exceptional	90
	(blank)	2
A systems approach to conceptualizing clients	0-59 % No Understanding	4
	60-69% Below Average	18
	70-79% Average	24
	80-89% Mastery	33
	90-100% Exceptional	62
	(blank)	1
Impact of technology on the counseling process, and ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	0-59 % No Understanding	6
	60-69% Below Average	4
	70-79% Average	16
	80-89% Mastery	31
	90-100% Exceptional	84
	(blank)	1
The counselor characteristics and behaviors that influence the counseling processes and development of a personal model of counseling.	0-59 % No Understanding	2
	60-69% Below Average	4
	70-79% Average	9
	80-89% Mastery	29
	90-100% Exceptional	97
	(blank)	1
Developmentally relevant counseling treatment or intervention plans for mental health disorders that promote client understanding of and access to a variety of community-based resources	0-59 % No Understanding	2
	60-69% Below Average	5
	70-79% Average	16
	80-89% Mastery	34
	90-100% Exceptional	84
	(blank)	1
Examine evidence-based counseling strategies and techniques for prevention and intervention of mental disorders, evaluate the process of developing measurable outcome goals for clients	0-59 % No Understanding	3
	60-69% Below Average	2
	70-79% Average	17
	80-89% Mastery	37
	90-100% Exceptional	82
	(blank)	1

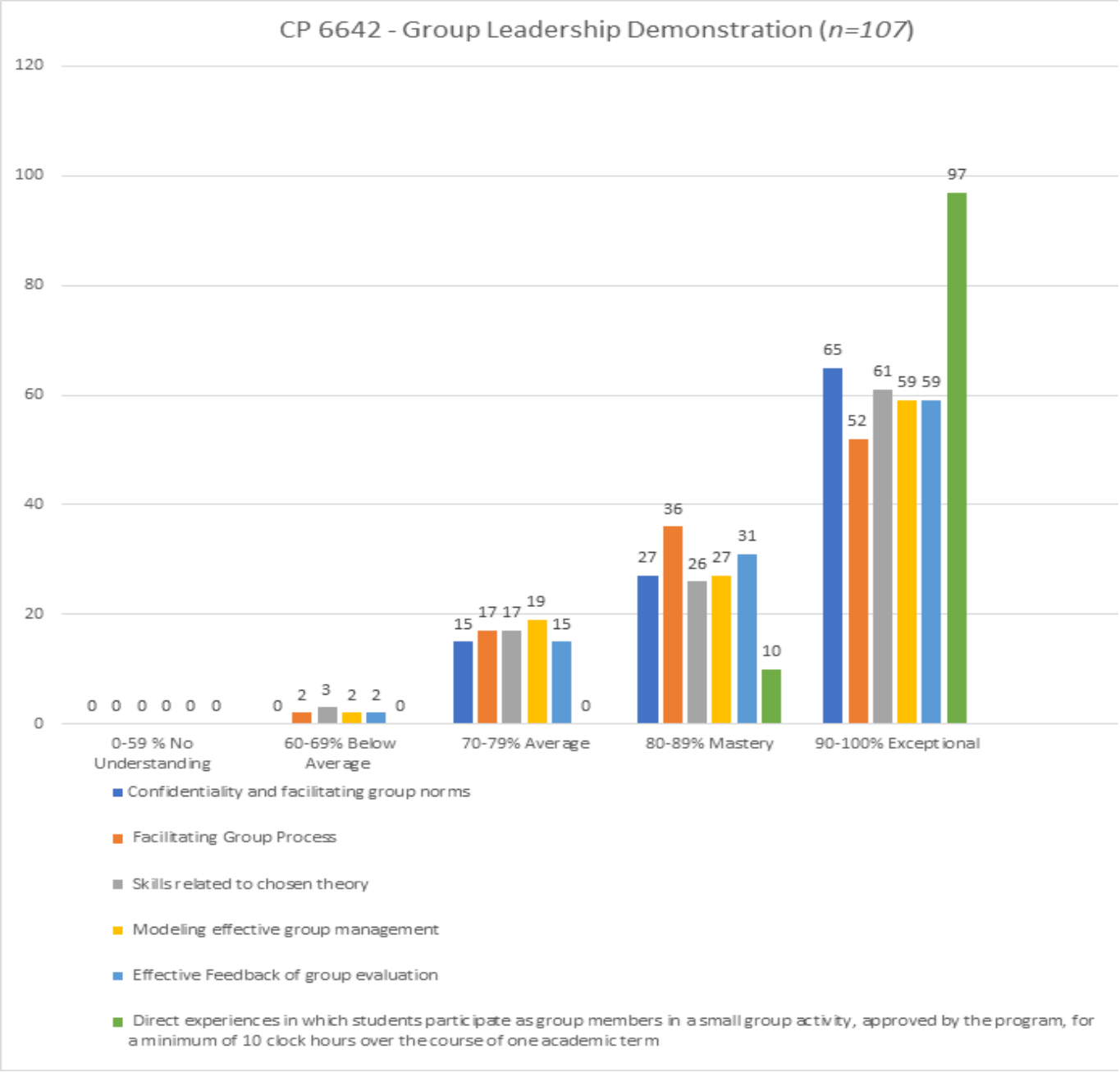
CP 6649: Personal Theory Paper (*n* = 142)



CP 6642: Group Leadership Demonstration (*n* = 107)

CP 6642 Group Leadership Demonstration (*n* = 107)		
Confidentiality and facilitating group norms	70-79% Average 80-89% Mastery 90-100% Exceptional	15 27 65
Facilitating Group Process	60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	2 17 36 52
Skills related to chosen theory	60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	3 17 26 61
Modeling effective group management	60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	2 19 27 59
Effective Feedback of group evaluation	60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	2 15 31 59
Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	80-89% Mastery 90-100% Exceptional	10 97

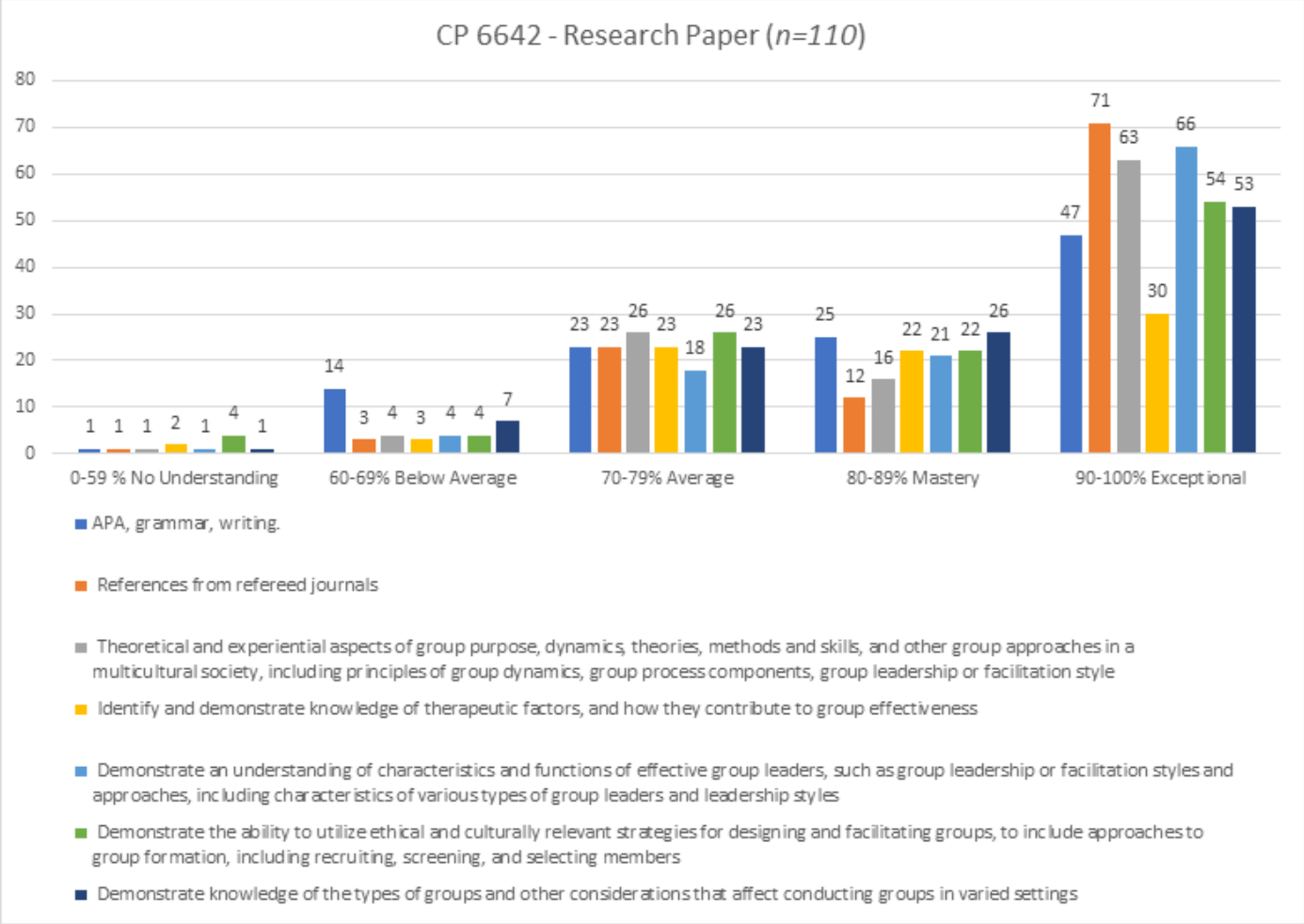
CP 6642: Group Leadership Demonstration (*n* = 107)



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

CP 6642 Research Paper (*n* = 110)		
APA, grammar, writing.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 14 23 25 47
References from refereed journals	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 3 23 12 71
Theoretical and experiential aspects of group purpose, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 4 26 16 63
Identify and demonstrate knowledge of therapeutic factors, and how they contribute to group effectiveness	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	2 3 23 22 60
Demonstrate an understanding of characteristics and functions of effective group leaders, such as group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 4 18 21 66
Demonstrate the ability to utilize ethical and culturally relevant strategies for designing and facilitating groups, to include approaches to group formation, including recruiting, screening, and selecting members	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	4 4 26 22 54
Demonstrate knowledge of the types of groups and other considerations that affect conducting groups in varied settings	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 7 23 26 53

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

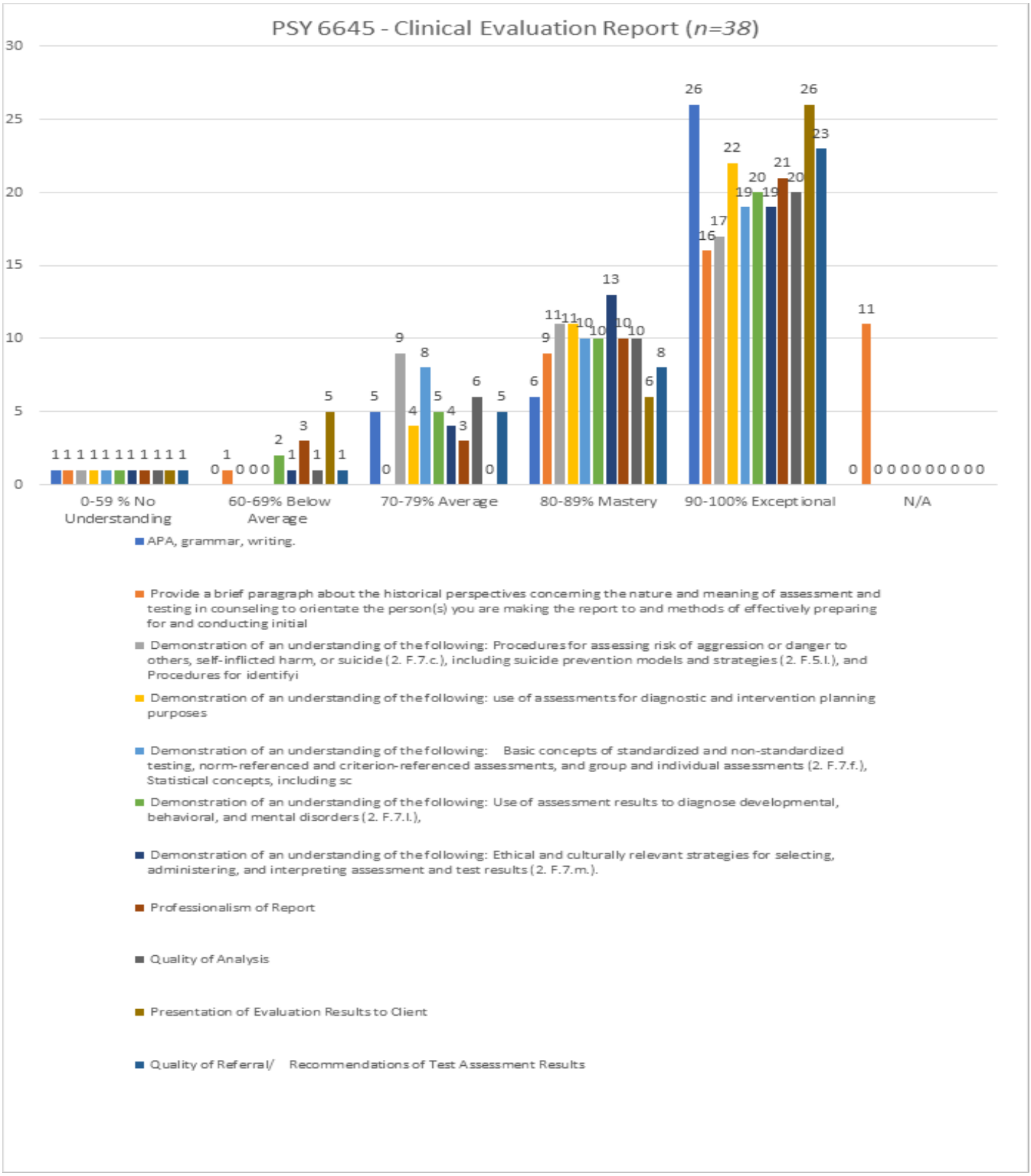


PSY 6645: Clinical Evaluation Report (*n* = 38)

PSY 6645 Clinical Evaluation Report (*n* = 38)		
APA, grammar, writing.	0-59 % No Understanding 70-79% Average 80-89% Mastery 90-100% Exceptional	1 5 6 26
Provide a brief paragraph about the historical perspectives concerning the nature and meaning of assessment and testing in counseling to orientate the person(s) you are making the report to and methods of effectively preparing for and conducting initial assessment meetings	0-59 % No Understanding 60-69% Below Average 80-89% Mastery 90-100% Exceptional (blank)	1 1 9 16 11
Demonstration of an understanding of the following: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (2. F.7.c.), including suicide prevention models and strategies (2. F.5.l.), and Procedures for identifying trauma and abuse and for reporting abuse (2. F.7.d.)	0-59 % No Understanding 70-79% Average 80-89% Mastery 90-100% Exceptional	1 9 11 17
Demonstration of an understanding of the following: use of assessments for diagnostic and intervention planning purposes	0-59 % No Understanding 70-79% Average 80-89% Mastery 90-100% Exceptional	1 4 11 22
Demonstration of an understanding of the following: Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (2. F.7.f.), Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (2. F.7.g.), Reliability and validity in the use of assessments (2. F.7.h.), Use of assessments relevant to academic/educational, career, personal, and social development (2. F.7.i.), Use of environmental assessments and systematic behavioral observations (2. F.7.j.), Use of symptom checklists, and personality and psychological testing (2. F.7.k.)	0-59 % No Understanding 70-79% Average 80-89% Mastery 90-100% Exceptional	1 8 10 19

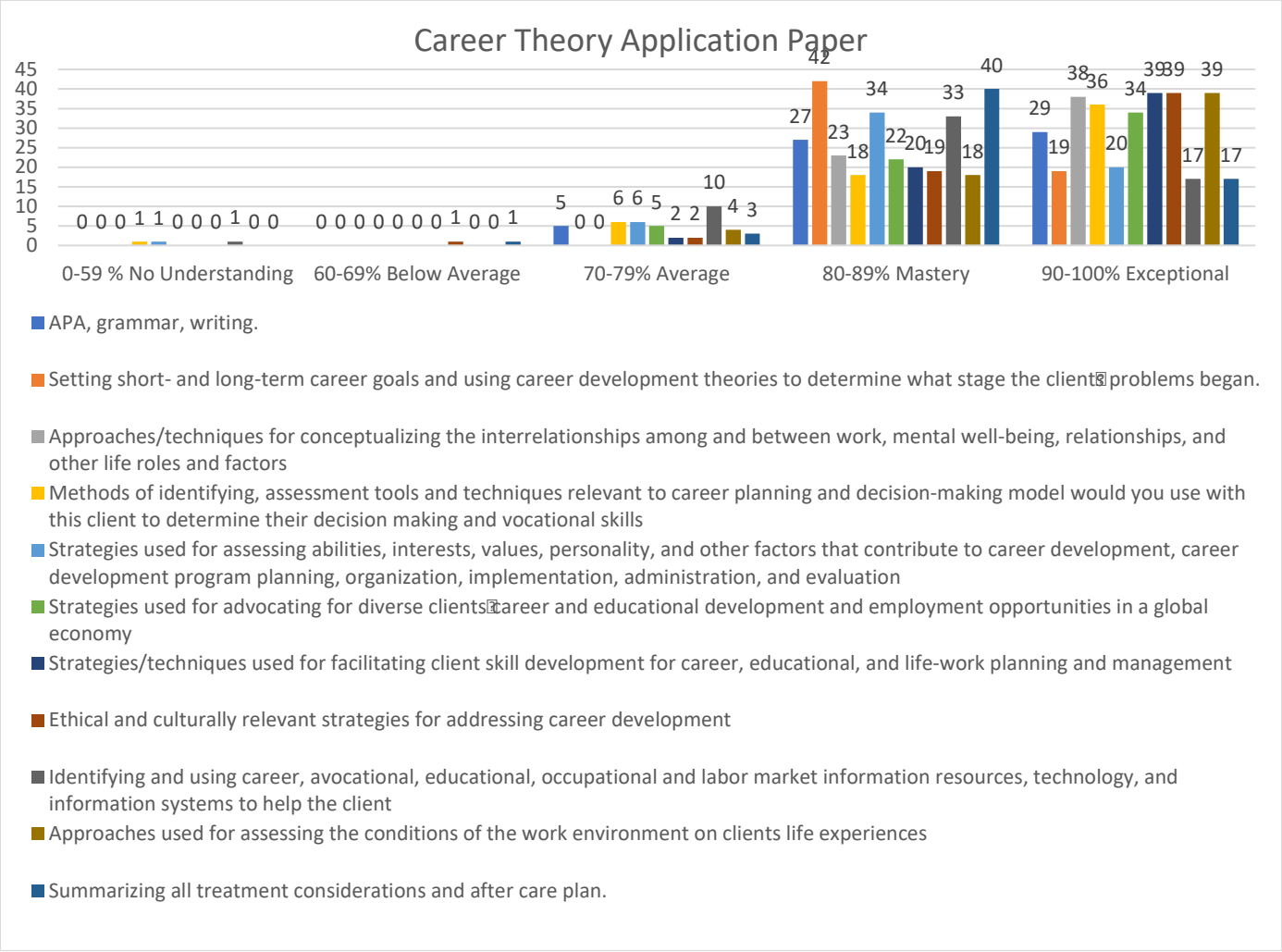
Demonstration of an understanding of the following: Use of assessment results to diagnose developmental, behavioral, and mental disorders (2. F.7.l.)	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 2 5 10 20
Demonstration of an understanding of the following: Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (2. F.7.m.).	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 1 4 13 19
Professionalism of Report	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 3 3 10 21
Quality of Analysis	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 1 6 10 20
Presentation of Evaluation Results to Client	0-59 % No Understanding 60-69% Below Average 80-89% Mastery 90-100% Exceptional	1 5 6 26
Quality of Referral/ Recommendations of Test Assessment Results	0-59 % No Understanding 60-69% Below Average 70-79% Average 80-89% Mastery 90-100% Exceptional	1 1 5 8 23

PSY 6645: Clinical Evaluation Report (*n* = 38)



PSY 6635: Career Theory Application Paper (*n* = 119)

School Counseling: PSY 6635 Career Theory Application Paper (*n* = 119)		
APA, grammar, writing.	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	23 46 41 9
Setting short- and long-term career goals and using career development theories to determine what stage the client's problems began.	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	1 29 80 9
Approaches/ techniques for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	3 52 55 9
Methods of identifying, assessment tools and techniques relevant to career planning and decision-making model would you use with this client to determine their decision making and vocational skills	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	23 17 70 9
Strategies used for assessing abilities, interests, values, personality, and other factors that contribute to career development, career development program planning, organization, implementation, administration, and evaluation	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	24 13 73 9
Strategies used for advocating for diverse clients' career and educational development and employment opportunities in a global economy	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	22 10 78 9
Strategies/ techniques used for facilitating client skill development for career, educational, and life-work planning and management	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	3 34 73 9
Ethical and culturally relevant strategies for addressing career development	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	22 4 84 9
Identifying and using career, avocational, educational, occupational and labor market information resources,	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	24 5 81 9

technology, and information systems to help the client		
Approaches used for assessing the conditions of the work environment on clients' life experiences	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	25 15 70 9
Summarizing all treatment considerations and after care plan.	70-79% Average 80-89% Mastery 90-100% Exceptional (blank)	23 5 82 9

PSY 6635: Career Theory Application Paper (*n* = 119)