

**Troy University Montgomery Campus
Two Year Assessment Summary Report
AY 2010-2011 and AY 2011-2012**

The Counseling Program at Troy University Montgomery Campus routinely engages in continuous systematic assessment of its programs. The systematic assessment plan includes direct evidence to demonstrate student learning. Examples of direct evidence that demonstrates student learning are common assignments, comprehensive exam results, and site supervisor evaluations. In addition to direct evidence, the systematic assessment plan includes indirect evidence, which provides reflections about learning. The types of indirect evidence used in the systematic assessment plan are formal surveys of employers of graduates, formal surveys of graduating students, and follow-up surveys of program graduates.

The data generated from the systematic assessment plan is used to determine “how the mission, objectives, and student learning outcomes are measured and met” (*CACREP Accreditation Manual, 2009, p. 87*). The Counseling Program uses assessment data to drive continuous improvement, to set goals, and to make data-informed decisions related to program improvement.

The following provides a summary report of Troy University Montgomery Campus counseling program assessment of data from Academic years (AY) 2010-2011 and 2011-2012. The report is divided in two sections: direct evidence and indirect evidence

I. DIRECT EVIDENCE

Student learning is assessed from three areas: common assignments, CPCE/Praxis II results, and site supervisor evaluations. This summary report contains data for AY 2010-2011 and 2011.

Common Assignments Results

Students in the school counseling programs are required to meet Alabama State Department of Education (ASDE) standards, National Council for Accreditation of Teacher Education (NCATE) and Council for Accreditation of Counseling and Related Education Programs (CACREP) standards. Students in the clinical mental health counseling program are required to meet CACREP standards, only. Standards of the aforementioned agencies are assessed via common assignments within core and specialty courses. Students’ knowledge of accreditation standards are evaluated based on course work submitted electronically in Livetext, class assignments, internship evaluations, and comprehensive examination results {Counselor Preparation Comprehensive Examination (CPCE) or PRAXIS II}. Common assignments are continuously reviewed by faculty. Faculty uses a common rubric to evaluate students’ knowledge. Data from common assignments are used to make changes to course and/or curriculum. Below is a table demonstrating the strengths and areas of improvements for the common assignments.

Strengths
<p>For academic years 2010-2011 and 2011-2012, students in the Clinical Mental Health Counseling (CMHC) programs met expected outcomes in all of the core courses related to professional counseling, diversity, assessment, research, career counseling, counseling skills, and life span development. In many of these core courses, students exceeded expectations.</p> <p>Students in the school counseling program (SC) meet expected outcomes in the core areas related to professional counseling, diversity, assessment, research, career counseling, counseling skills, and life span development.</p>
Areas of Improvement
<p>Students in the SC program did not meet expected outcomes in four areas: advocacy, career development, and program evaluation. We will monitor all areas but place particular focus on these four areas.</p>

CPCE/Praxis II Outcomes

Before graduating from the program, students must pass a comprehensive exam. CMHC students must pass the Counselor Preparation Comprehensive Exam (CPCE). Students in the SC program must pass the CPCE or Praxis II. Below is a table demonstrating the strengths and areas of improvement on the comprehensive examinations.

Strengths
<p>For academic years 2010 – 2011 and 2011 – 2012, 100% of students in the School Counseling program met expected outcomes related to the CPCE and/or Praxis II exam.</p>
Areas of Improvement
<p>Students in the CMHC program did not meet expected outcomes related to the CPCE. In the Summer 2012 two students in the CMHC program attempted the CPCE and did not pass. Students who do not pass the comprehensive exam after the first attempt must meet with their advisor to develop a remediation plan. The Counseling Department invested in study material and online test material to help students pass the CPCE on the first attempt. We will continue to monitor these outcomes.</p>

Site Supervisor Evaluations

Students are formally evaluated twice (midterm and final) in each internship experience by the site supervisor. Data from the final evaluation of students is presented in the table below.

Strengths
<p>CMHC internship site supervisors assess student’s knowledge of and application of counseling skills in the following areas: group counseling skills, individual counseling skills, facilitation skills, treatment planning and clinical case planning, diversity, standard of care, and ethical practice.</p> <p>Supervisors use the following ratings: 1= <i>poor</i>, 2= <i>below average</i>, 3= <i>average</i>, 4= <i>mastery</i>, 5= <i>exceptional, or not applicable</i>.</p>

Overall, CMHC students demonstrated mastery of knowledge and application of skills as evidenced by a median score of 4.31 across all assessed skills. Most notably, students mastered knowledge and skills in the following areas: knowledge of opening skills, knowledge of reflecting skills, and ability to demonstrate reflective practitioner skills.

School counseling onsite supervisors rate students in knowledge and skills in the following general areas: knowledge of school counseling practice, individual/group counseling skills, group guidance, awareness of student needs, ethical competence, standard of care, school counseling knowledge. Supervisors use the following ratings: 1= *poor*, 2= *below average*, 3= *average*, 4= *mastery*, 5= *exceptional, or not applicable*.

Similarly, SC students demonstrated mastery of knowledge and application of skills as evidenced by a median score of 4.43 across all assessed skills. Most notably, students mastered knowledge and skills in the following areas: flexibility and dependability, ethical decision making and behavior, diversity, and awareness of student needs.

Areas of Improvement

Although CMHC and SC students demonstrated mastery of knowledge and application of skills, there are some areas with relatively lower scores such as ability to promote optimal human development, wellness and mental health through prevention, education, and advocacy (CMHC) and ability to establish objectives (SC).

II. INDIRECT EVIDENCE

In addition to direct evidence, this summary report includes indirect evidence, which provides perception of learning. The perceptions of learning are ascertained by surveying employers of graduates, graduating students, and program graduates for AY 2010-2011 and 2011-2012.

Employer Surveys

Employers are surveyed to provide their perceptions regarding the university's training of clinical mental health and school counselors. Employers from local schools, regional mental health centers and professional counseling agencies are asked to provide feedback about Troy University Montgomery Campus graduates who are employed with their respective schools and/or agencies. The table below summarizes the strengths and areas of improvements indicated in the employer surveys.

Strengths

Overall employers of Troy University Montgomery Campus graduates have a very positive view of the preparation level of employees. Employers either *agreed* or *strongly agreed* that graduates of Troy University Montgomery Campus were well prepared as professional counselors in the following areas:

- Troy University prepared your graduate(s) as a professional counselor by teaching them to properly synthesize theoretical and empirical knowledge from academic disciplines into the practice of counseling in your setting.
- Troy University prepared your graduate(s) as a professional counselor by teaching them to properly implement the role of the counselor to meet the needs of diverse

clients/students/consumers.

- Troy University prepared your graduate(s) as a professional counselor by teaching them to properly provide professional care in the analysis, program planning and treatment of clients, students, and/or consumer.
- Troy University prepared your graduate(s) as a professional counselor by teaching them to properly utilize counseling skills to promote positive mental health with clients, consumers, and or students within the context of their environments.

Areas of Improvement

The response/return rate of the employer surveys is an area of improvement. The following are suggestions for improving the response/return rate:

- When visiting practicum/internship sites, we can had deliver surveys and/or ask supervisors/employers complete the form during the site visit.
- At the site supervisors' luncheon/training, we can have supervisors/employers complete the survey.

Student Exit Survey

Students provide their perceptions of major aspects of the program by completing the exit survey during their last internship. The table below summarizes the strengths and areas of improvements indicated in student exit surveys.

Strengths

The student exit survey is based on a Likert scale ranging from strongly agree to strongly disagree. Student perceptions of major aspects of the program were positive in that almost all rated their perceptions as agree or strongly agree.

Program evaluation by students included the general areas of:

- Application of theory, diversity, professional care, critical thinking research, positive mental health, and legal/ethical knowledge to the practice of counseling.

Student Professional Goals:

- With the exception of one student, survey respondents plan to seek employment as a Professional Counselor.
- With the exception of two students, survey respondents plan to seek state licensure and/or certification.

Student Comments Regarding Experiences in the Counseling Program:

- Students commented on feeling prepared for internship experience.
- Several comments regarding positive relationship with faculty members.
- Several comments on positive experiences in specific courses: CP 6642, CP 6649, CP 6651, and PSY 6645.

Areas of Improvement

Student Comments Regarding Experiences in the Counseling Program:

- The counseling program needs to suggest fewer preparation materials for comprehensive exam, provide case management course, faculty/staff turnover, provide another diversity course.

Two Year Graduate Survey

Graduates of the counseling programs at Troy University Montgomery Campus are surveyed two years after graduating. Students rate their preparation for practice as a professional clinical mental health or school counselor. The table below summarizes the strengths and areas of improvements indicated in the graduate surveys.

Strengths
<p>Students rate their preparation for practice using a rating scale of <i>1 strongly disagree to 5 strongly agree</i>. Most respondents rated their experience as either <i>agreed or strongly agreed</i> for most items.</p> <p>Graduates rated their preparation on areas such as: the general areas of: application of theory, diversity, professional care, critical thinking, research, positive mental health, and legal/ethical knowledge to the practice of counseling. Overall, graduates had positive perceptions of their preparation.</p> <p><u>Professional Counseling Credentials and Experience:</u></p> <ul style="list-style-type: none">• With the exception of one student, survey respondents are working towards licensure and/or certification.• Most students are working as professional counselors. <p><u>Student Comments Regarding Preparation:</u></p> <ul style="list-style-type: none">• Most valuable experience was facilitation skills and group was most helpful on in my growth as a counselor.• Practicum and internship helped me apply what I learned in a job setting.
Areas of Improvement
<p>The response/return rate of the graduate surveys was low. The following are suggestions for improving the response/return rate:</p> <ul style="list-style-type: none">• Many surveys were returned because students moved, so surveying students one year after graduation could increase response rate. <p><u>Student Comments Regarding Preparation:</u></p> <ul style="list-style-type: none">• The counseling program needs to place more emphasis on counseling theories.