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

The following provides a summary report of Troy Campus counseling program assessment data for 2010-2011 and 2011-2012 AY's.   Three categories provide information related to program strengths and areas for improvement.

Category I. Student Assessment – Knowledge and Skills

Assessments: *School Counseling Standards Assessment Report*
Clinical Mental Health Standards Assessment Report
CPCE/Praxis II
Internship Evaluations of Students by Site Supervisors (clinical)

Students in the school counseling and clinical mental health counseling programs are required to meet CACREP national and ASDE state standards. These standards are assessed during courses by common critical assignments completed electronically in LiveText, class assignments, clinical internship evaluations and passing the CPCE or PRAXIS II (School Counseling).

Results from the past two academic years indicate students are overall successfully meeting expected outcomes in most core curricula courses with few areas for improvement.

Student Strengths	Student Areas for Improvement
Standards Assessment Outcomes For both academic years students met expected outcomes in most of the core courses related to professional counseling, diversity, assessment, career counseling, counseling skills and life span development.	***Standards Assessment Outcomes*** During 2010-11 AY, school counseling students did not meet expectations with child and adolescent case study, clinical evaluation related to assessment and program evaluation.
	During the 2011-12 AY, school counseling students did not meet expected outcomes related to research skills and knowledge.
	During the 2010-11 AY clinical mental health students did not meet expected outcomes in program evaluation and clinical evaluation reporting.
	During the 2011-12 AY clinical mental health students did not meet expectations in IRB training model and suicide prevention assignment.
CPCE and PRAXIS II Outcomes For both academic years students successfully	Before successfully passing the CPCE, several students had more than one attempt to pass all

passed the CPCE to meet program graduation requirements. School counseling students taking the Praxis II were successful in meeting ASDE state scores.	sections of the exam. Faculty worked individually with students in preparation for retakes of the exam. Faculty will develop more training workshops/study sessions to improve passage of the CPCE on the first attempt.
Internship /Practicum Student Evaluations: Internship site supervisors evaluation of students from both programs indicated the following strengths: 　Clinical mental health counseling onsite supervisors rate students in knowledge and skills in the following general areas: 　• group skills, individual counseling skills, treatment/clinical case planning, diversity, standard of care, and ethical practice. On a rating scale of 1= *poor* and 5= *exceptional,* the average score of 4.32 was the average rating of 2010-11 and 2011-12 clinical mental health students participating in internship/practicum. This indicates that clinical mental health counseling students are overall successful in internship/practicum clinical experiences. 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 On a rating scale of 1= *poor* and 5= *exceptional*, the average score of 4.92 was the average rating of 2010-11 and 2011-12 school counseling students participating in internship/practicum. This indicates that school counseling students are overall successful in internship/practicum experiences.	***Internship/Practicum Student Evaluations***: Internship site supervisors' ratings indicated no areas for improvement. One area for improvement is the completion of rating forms. The transition of onsite supervisors completing forms with paper/pencil to a url rating form needs improvement. Better data collection from supervisors will provide a stronger assessment of counseling students.

	Plans for Improvement 2010-11
	Standards Assessments Improvement -New instructor for school counseling course requiring case study and clinical evaluation -- department chair working with faculty member in improvement of teaching and assessing case study and clinical evaluation reporting. -Program evaluation assignment was reviewed with faculty putting more emphasis in teaching concepts related to program evaluation.
	Plans for Improvement 2011-12
	Standards Assessment Improvement -Students from both programs improved in program evaluation as assessed by the LiveText critical assignment -In the professional orientation course, a one night APA/Research Methods Seminar –is being implemented beginning Fall 2012. Students from both school counseling and clinical mental health counseling have difficulty with research methodology. Emphasizing research with the beginning course should help with student understanding of the importance of research – best practices in the counseling field. -Faculty will review the suicide prevention critical assessment related to clinical mental health counseling and create strategies to improve this area.
	Plans for Improvement Internship/Practicum Rating Forms 2011-12
	-Department chair and faculty will monitor LiveText for completion of forms and speak individually with site supervisors regarding electronic completion of rating forms.
	Plans for Improvement CPCE 2010-12
	-Department Chair work with faculty to place more emphasis in content in core course, especially research

Category II. External Stakeholders

Assessments: *Employer Survey*
                          Advisory Council

External stakeholders are surveyed to provide feedback 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 graduates who are employed with their respective schools and/or agencies.

An advisory council provides additional feedback for training of professional school and clinical mental health counselors. Members include practicing school and clinical mental health counselors, school guidance counseling directors/administrators, mental health administrator and former/current students. The advisory council meets annually.

Highlights from 2011-10 & 2011-12 Employer Surveys	Employer's Comments from 2010-2011 & 2011-12 Employer Surveys
Survey data indicates that 2/3 of employers *agreed* or *strongly agreed* that Troy University graduates were prepared as professional counselors teaching them in the areas of: • synthesis of academic theory to work • diversity • professional care of clients/students/consumers • evaluate research/application to practice • accountability to professional practice • practice sound ethical and legal judgment • continue professional development	Employers remarked that the following would improve the training of counselors: • More in depth training in providing psychological testing • I have no suggestions as I feel Troy University does an excellent job training counselors • Improve screening process to weed out individuals not suitable for counseling profession • We've been pleased with interns and counselors from your program
The majority of employers *agreed/strongly agreed* that overall, the Troy University counseling program provides excellent training. • Employers rated 100% of graduates from Troy University with other employees of the same educational and experiential background as above average/outstanding • Employers stated that the would be inclined to hire a graduate from Troy University's counseling program 100% of the time	***Follow Up Employer's Comments*** • Faculty will discuss how to implement more emphasis in psychological testing • new faculty member will teach assessment and appraisal course • The interview and screening process was modified using the Admission Index. This should help with screening of students. Additionally, development and monitoring of student dispositions was implemented at beginning, midpoint and end of program.

Advisory Council Review of Objectives July 2011	Advisory Council Areas of Improvement
Overall Objectives • The Advisory Council reviewed the overall objectives of the counseling program. • Four members of the Advisory Council rated the overall counseling program. They were asked to consider the following four items: (1) Mission Statement: (2) Program Activities; (3) Objectives/Evaluation; and (4) Program of Study. • Due to an instrument error, the information gained was considered invalid.	**_Comments_** • Other issues discussed pertained to plagiarism, particularly from on-line sources. Council felt that student counselors need to be extremely aware of the danger and consequences of using someone else's work and identifying it as their own
School Counseling Objectives • The Advisory Council reviewed the school counseling objectives and found them to be current and relevant. • There were two Advisory Council members present representing the school system. On a scale of 1-5, with 5 being the _strongest_, one member rated the school counseling **_Mission Statement_** as a 2 out of a 5 and the other gave a 4 out of 5 rating. • The **_Program Activities_** were also rated as a 2 out of a 5 by the first member and a 5 out of 5 by the second. • The **_Objectives/Evaluation_** received a rating of 1 out of 5 and 5 out of 5. • The **_Program of Study_** was rated a 2 out of a 5 and a 4 out of 5.	**_Comments_** • Suggestions were made to help school counselors be better prepared to deal with different types of bullying, particularly cell phones and social media. • More conflict resolution skills need to be addressed. • School counseling should focus more on administrative responsibilities and less on counseling. • Counseling Programs need more school law, ethical and legal training. • School counselors need training in scheduling because all counselors end up doing schedules.
Clinical Mental Health Objectives • The Advisory Council reviewed the clinical mental health counseling objectives and found them to be current and relevant. • The Advisory Council reviewed the clinical mental health counseling objectives and found them to be current	**_Comments_** • Additional focus needs to be placed on electronic records and digital record keeping. • Advisory Council members were glad to see the program moving to the 60 semester hour program.

- There were two Advisory Council members present representing clinical mental health counseling. - On a scale of 1-5, with 5 being the *strongest,* both members rated the clinical mental health counseling *Mission Statement* as a 5 out of a 5. - The *Program Activities* were also rated as a 5 out of a 5 by both members. - The *Objectives/Evaluation* received a rating of 5 out of 5 by both members. - The *Program of Study* was rated a 5 out of a 5 by both members.	
Program Strengths form Advisory Council - Graduates are well prepared. - Interns are often hired by their internship site after completing program. - Faculty are very helpful to students.	**_Plans for Improvement_** - All issues that were discussed can be addressed within current curriculum. - Target assignments were discussed as a possible resolution. - The school counseling curriculum will be reviewed to make sure students are learning administrative responsibilities. - Feedback will be taken to the Curriculum Committee for consideration.
Advisory Council Meeting July 2012	**Survey of Advisory Council Members**
- All participants agreed that all programs are functioning according to stated missions and objectives and that no changes are needed at this time. - Discussion centered on feedback from students regarding the need for an advanced techniques course that would be taken concurrently with or right after practicum. - The central concerns for students as well as faculty seemed to be regarding expanding counseling skills to maintain a counseling relationship while implementing prescriptive duties such as scheduling and testing for school counselors, administrative duties of student affairs personnel, and the restrictions placed on MH counselors by state policy and funding agencies.	*Mission Statement*: The mission statement was discussed and reviewed from the last Advisory Council meeting. - There was one Advisory Council member representing school counseling and three members representing clinical mental health counseling. - Across all areas, the *Mission Statements* reflect knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society. One out of 1 School Counseling and 3 out of 3 Clinical Mental Health Counseling rated this as 5 (*Strongly Agree*). *Program Activities*: The Advisory Council declared that the mission and objectives relate to program activities

- The committee brought up the issue of screening out students who don't appear to be emotionally healthy enough to function as professional counselors in any capacity. - Faculty members shared relative new policies such as the dispositions assessment crafted according to ACA ethical standards that allows for the student and advisor to conduct a formal assessment on admission, at midpoint, and at the end of the program. - The faculty also shared the modified admissions process that includes an individual interview with the faculty as well as frank discussions of the mental health of counselors with the student's academic advisor. The possibility of a remediation plan that accompanies these strategies was also discussed. - Assessment procedures housed in Live Text was discussed as not only an assessment tool for Troy counseling programs, but also a way to educate students with regard to assessment of efforts in the field. - Generic documentation procedures built into the new counseling labs. Each room has a computer that allows students to access and utilize this program as a preliminary experience to the electronic documentation utilized on counseling sites.	including practicum and internship. One out of 1 School Counseling and 3 out of 3 Clinical Mental Health Counseling rated this as 5 (*Strongly Agree*). ***Objectives/Evaluation***: The Advisory Council found that the objectives are stated in a way to make formal evaluations possible. One out of 1 School Counseling and 3 out of 3 Clinical Mental Health Counseling rated this as 5 (*Strongly Agree*). ***Program of Study***: The Advisory Council concluded that the program content and requirements sufficiently prepared students for work in the counseling specialty area. One out of 1 School Counseling and 3 out of 3 Clinical Mental Health Counseling rated this as 5 (*Strongly Agree*).
Program Strengths from Advisory Council Advisory Council really liked the new technology that was being introduced to the students. It was stated that Troy was one of the few places where students came to a site already knowing how to write a treatment plan and to utilize electronic records.	***Plans for Improvement*** - Continue to strengthen/imporve the admission process and admission policies. - Make sure the remediation plans at the mid-point review are written, documented and filed.

Category III. Program Evaluation

Assessments: *Student Exit Survey*
University Graduate Satisfaction Survey
Two Year Graduate Survey
Student Focus Group

Program evaluation information is provided by student focus groups, exit surveys completed in last internship, university graduate satisfaction survey completed prior to graduation, and survey of graduates who have been out of the program for two years.

Program Strengths 2010-2012	Program Areas for Improvement 2010-12
Student Exit Survey The student exit survey evaluation is completed by students in the last internship. There is a rating format range from strongly agree to strongly disagree. In student responses from Fall 2011 to Fall 2012 most evaluation areas were rated *strongly agree* to *agree*. This overall rating applied to both clinical mental health and school counseling programs. 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:* • All survey respondents plan to seek employment in the field of counseling. • Students plan to seek state licensure as a professional counselor and seek other credentials (i.e. National Board School Counseling certification, Registered Play Therapist) *Student Comments Regarding Experiences in the Counseling Program*: • Several comments regarding openness and positive experiences in the diversity class. • I applied knowledge I learned in class	**Student Exit Survey** In the rating section of the exit survey, the only noted area for program improvement was utilization of *critical thinking* in the application of counseling skills that provide therapeutic interventions for individuals, group, families and communities. One school counseling student rated this area *somewhat agree* that this was provided in the counseling program. In the comments section of the exit survey, one student made the following comment: • One of the biggest challenges I faced during my internship was *working with patients' families*. During our course in family interventions we focused on theories. I would have benefited from *case studies* and discussions of ways to deal with different family scenarios.

to actual work with clients in internship. • I have a firm foundation in using treatments for clients with behavioral disorders. • We were challenged with case studies. • Research was one of the first courses I took in my graduate program. It was extremely challenging, but prepared me for the rest of my graduate program	
University Graduate Satisfaction Survey Prior to graduation, all Troy University graduate students complete the University Graduate Satisfaction Survey. For the purpose of counseling program evaluation, several survey items related to student's academic program were selected to provide program feedback. *Highlights Program Evaluation Items from Graduate Satisfaction Survey 2010-2011*: Rating Scale Excellent – Good – Average – Fair- Poor • Overall quality of program – All CMHC and SC students counseling students rated quality *excellent to average*. One CMHC student rated quality as *fair*. • Instruction in major courses –All counseling students rated instruction *excellent to average*. Rating Scale Strongly Disagree – Disagree- Neutral – Agree – Strongly Agree • My academic program was intellectually challenging and stimulating – All counseling students *agreed or strongly agreed* that their academic program was intellectually challenging and stimulating. • The degree program in which I enrolled is valuable for me in my employment – All counseling students *agreed or*	**University Graduate Satisfaction Survey** *Areas for Program Improvement or Identified as Low in Ratings 2010-11:* Results from the *Graduate Satisfaction Survey 2010-2011* indicate that the majority of counseling students are satisfied with the counseling program. Only one student rated *poor/fair* or *disagree/strongly disagree* in the program evaluation survey items.

strongly agreed that the degree program was valuable for employment.	
<u>*Highlights Program Evaluation Items from Graduate Satisfaction Survey 2011-2012*</u>: Rating Scale Excellent – Good – Average – Fair- Poor - <u>Overall quality of program</u> – All counseling students rated quality of programs as *excellent/good*. - <u>Instruction in major courses</u> –All counseling students rated instruction as *excellent/good*. Rating Scale Strongly Disagree – Disagree- Neutral – Agree – Strongly Agree - <u>My academic program was intellectually challenging and stimulating</u>. – All counseling students *agreed or strongly agreed* that their academic program was intellectually challenging and stimulating - <u>The degree program in which I enrolled is valuable for me in my employment.</u>- All counseling students *agreed or strongly agreed* that their degree program was valuable for employment.	<u>*Areas for Program Improvement or Identified as Low in Ratings 2011-12:*</u> Results from the *Graduate Satisfaction Survey 2011-2012* on the selected items indicate that the majority of counseling students are satisfied with the counseling program.
<u>Two Year Graduate Survey</u> Graduates who have been out of the program for two years are surveyed regarding their preparation for practice as a professional clinical mental health or school counselor. The survey rating is a scale of *1 strongly disagree to 5 strongly agree.* All respondents, including both clinical mental health and school counseling graduates responded in the *4 agree and 5 strongly agree* categories. This indicates that program graduates evaluate the counseling program in a positive manner.	**<u>Two Year Graduate Survey</u>** The survey asked for comments on the *least valuable points of counseling training at Troy University.* Only one survey response/comment: There were times that I would question the quality of students who were accepted into the program.

Similar the exit survey, program evaluation by graduates 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 *Employment/Professional/Educational Information*: • Five graduates are employed as community and/or clinical mental health counselors. • Several graduates report seeking state licensure and NCC credentials. • One graduate reports enrollment in a doctoral program. • Several graduates are members of ACA and ALCA (state ACA organization) *Selected Comments from Graduates*: • Clinical experiences provided learning tools needed to get me where I am. • The faculty and staff are very accommodating and compassionate. They continue to be helpful as I continue to develop my professional career as a mental health counselor.	
Student Focus Group A student focus group was held Summer 2012. Students were ask to respond to five questions regard the counseling program. *Highlights of Program Strengths from Focus Group*: • Most technology OK. • Overall, students satisfied with faculty, including their knowledge, professionalism and availability. • Students were overall satisfied with curriculum. • "Hands on training", most viable.	**Student Focus Group** *Suggestions for Improvement from Focus Group:* • Some negative comments regarding LiveText. • One comment, not all faculty return phone calls. • Some students wanted more training in facilitation skills. • Suggestions-include more electives, more interactive learning, include an advanced techniques class concurrent with practicum, more help in preparing for CPCE, and more help in identifying clinical sites.

	Plans for Improvement 2010-12
	Student Exit Survey Faculty will incorporate more content and emphasis on critical thinking skills in classes. Additional application experiences/activities in critical skills will be implemented in the school counseling internship. Department chair will discuss review courses that relate to counseling with families and meet with instructors to develop ways to improve this area. **University Graduate Satisfaction Survey** This survey did not provide quantified areas that needed improvement. **Two Year Graduate Survey** During revisions of the program a stronger screening process for admission to the program was implemented. Long term this will assist in quality of students entering the program. **Student Focus Group** During Summer 2012 students had several recommendations for program improvement. Fall 2012, two new faculty members were employed to replace a retired faculty member and one that left the university. The department chair will spend fall semester reviewing courses and deciding how to implement student suggestions. All faculty will be involved in discussion of student feedback.

NOTE: Surveys mentioned in the two year summary are provided in the tabbed portions of the notebook. Data reported in narrative form are derived from a relatively small sample sizes. Generalization should be made with caution.