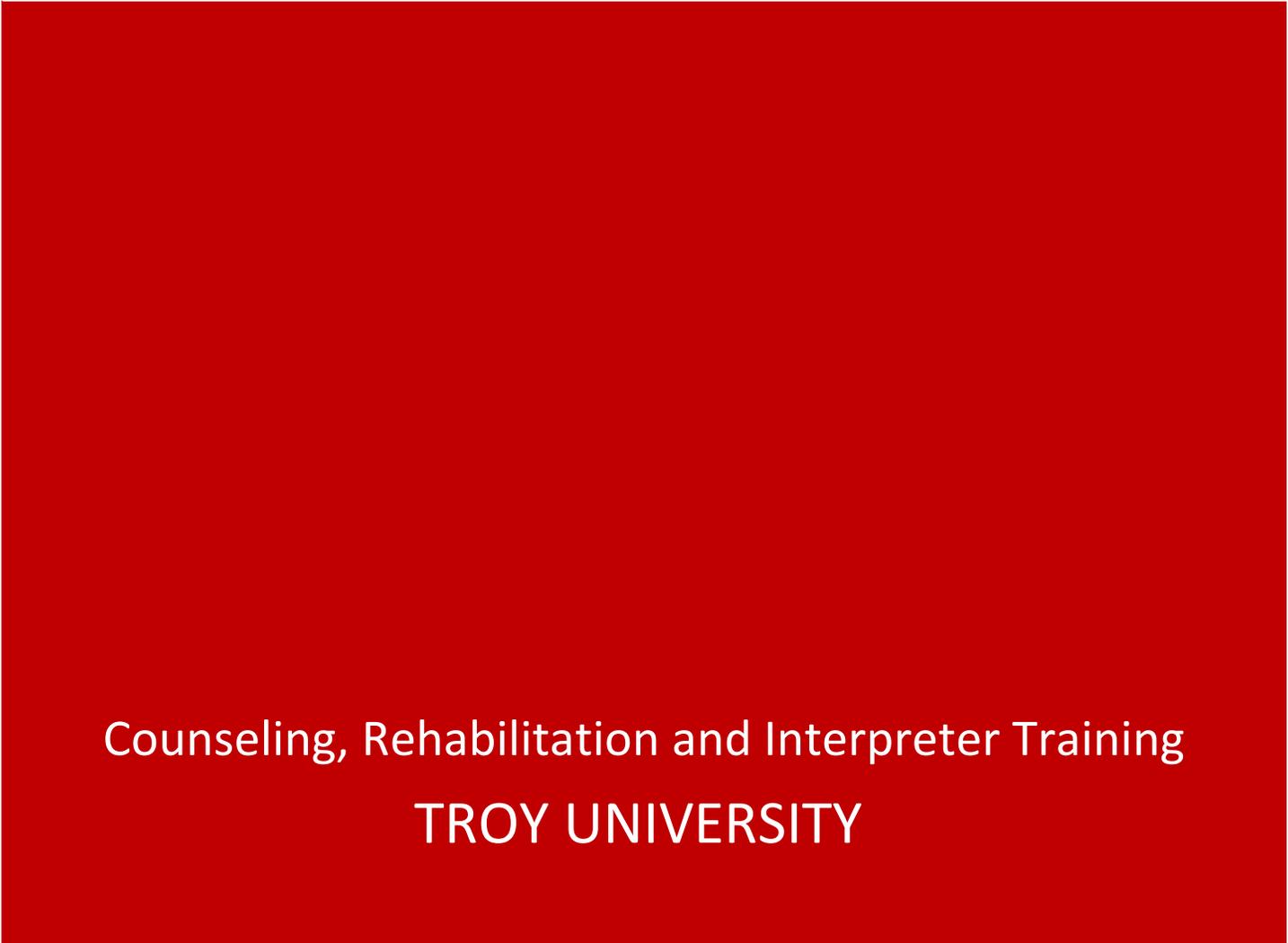




CONTINUOUS QUALITY IMPROVEMENT PLAN REPORT



Counseling, Rehabilitation and Interpreter Training

TROY UNIVERSITY

Summary Assessment Report AY 2010-2013 and AY 2013-2014

The Division of Counseling, Rehabilitation, and Interpreter Training, recognizing the importance and value of continuous systematic program evaluation; thus, engages in intentional and focused activities to evaluate and improve offered programs as well as to assess the degree to which students have essential knowledge and skills. Even more, the Division recognizes that meaningful continuous systematic improvement must consider multiple measures. Accordingly, the Division developed an assessment plan that supports continuous systematic program evaluation, which is informed by both internal and external sources and uses formative and summative assessments.

The division routinely engages in continuous systematic assessment of its programs. The continuous 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. Indirect evidence includes formal surveys of employers of graduates, formal surveys of graduating students, and follow-up surveys of program graduates. The Counseling Program uses assessment data derived from these sources 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 counseling program assessment of data from Academic years (AY) 2012-2013 and 2013-2014. 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.

Student Learning Outcome/Common Assignments Results

Students in the school counseling programs are required to meet Alabama State Department of Education (ASDE) standards, Council for the Accreditation of Educator Preparation (CAEP) 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, and internship evaluations. 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.

On August 11, 2016, the faculty reviewed student learning outcomes/ common assignment data. The strengths and areas of improvement at indicated below.

| Strengths |
|--|
| The majority of students in the Clinical Mental Health Counseling (CMHC) and School Counseling programs met expected outcomes in all of the selected student learning outcomes (SLOs) with scores ranging from above average, mastery or exceptional. |
| Areas of Improvement |
| Faculty suggested providing more training on APA, more hands on activities, include guest speakers in some courses, improve clinical report writing skills, quiz need to be revised as it does not capture all aspects of the SLO. Faculty will consider these recommendations and make curriculum changes if necessary. |

Site Supervisor Evaluations

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

| Strengths |
|---|
| 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. 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</i> , or <i>not applicable</i> . Overall, students were rated as average across the survey. |
| Areas of Improvement |
| The evaluation form should be condensed. It currently has around 60 questions. |

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.

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.

- The majority of survey respondents plan to seek employment as a Professional Counselor and seek licensure and/or certification.
- The majority of students believed their academic program provided the appropriate skills and knowledge.

Areas of Improvement

- A small number of students sited course availability as a concern

Graduate Student Satisfaction Survey

The purpose of this survey is to identify graduate student satisfaction with their experiences at Troy University, recognize student development as a result of their Troy University education, and identify areas that need to be improved. Data collected in this survey are used to help the University strengthen its graduate degree programs, better serve the needs of its students, and become more effective and efficient in accomplishing its mission and goals. The Counseling program uses this data to improve programs, better serve students, and become more effective at achieving its mission and goals. The table below summarizes the strengths and areas of improvements indicated in the graduate student satisfaction survey.

Strengths

Graduates rated their preparation on areas such as: perception of Troy University, education and academic support, and overall perception. Overall, students had positive perceptions of their education. The majority of students rated the quality of the academic program, academic advisement, faculty accessibility, instruction, and faculty use of technology as either good or excellent. Likewise, the majority of students either agreed or disagreed that the program goals, objectives, and requirements were clearly defined; program was challenging, coursework contributed to skill development and knowledge; and that the degree is valuable for employment.

Areas of Improvement

- Communication between faculty and students was rated either average, good or excellent by the majority of respondents. However, this area received some of the lower scores. The Counselor Education faculty must work to improve communication with students.
- Most respondents agreed or strongly agreed with the frequency of course offerings; but many disagreed.

Advisory Boards

The Advisory Boards are important external influences on improvement of counseling programs. Generally, the advisory board meetings address program mission and objectives, program content and requirements, and student development (skills and knowledge). The advisory board members make suggestions, recommendations, and review and give feedback about program changes. Advisory board members suggestions will be delivered to the faculty for consideration.

Program Changes

The faculty are currently forming committees to review master syllabi and common assignments. The committees will review syllabi and then recommend changes.