



# CONTINUOUS QUALITY IMPROVEMENT PLAN REPORT



Counseling, Rehabilitation and Interpreter Training

TROY UNIVERSITY



**Summary Assessment Report  
AY 2015-2016 and AY 2016-2017**

The department of Counseling, Rehabilitation, and Interpreter Training (CRIT) recognizes the importance and value of continuous systematic program evaluation. CRIT 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. The department recognizes that meaningful continuous systematic improvement must consider multiple measures. CRIT has developed an assessment plan that supports continuous systematic program evaluation, informed by a variety of summative assessments. The department 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) 2015-2016 and 2016-2017.

**Student Learning Outcome/Common Assignments Results**

Students in the school counseling programs are required to meet Alabama State Department of Education (ALSDE) 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 and the rehabilitation counseling program are only required to meet CACREP standards. 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 a course and/or the curriculum.

On August 7, 2019, the faculty reviewed student learning outcomes/common assignment data. The strengths and areas of improvement at indicated below.

<b>Strengths</b>
<p>The majority of students in the Clinical Mental Health Counseling (CMHC), School Counseling (SC), and Rehabilitation Counseling (RC) programs met expected outcomes in all of the selected student learning outcomes (SLOs) with scores ranging from above average, mastery or exceptional.</p> <p>Enhancement of and emphasis on self-care strategies that students can apply to their lives will continue.</p>

### Areas of Improvement

Faculty suggested providing more training on APA, the need for grammatical writing support, integration of multi-cultural understanding into theories, and improve clinical report writing skills.

Faculty are aware of these areas for improvement and will consider these recommendations and look for opportunities to include them.  
Closer monitoring of classes taught by adjunct professors.

### 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 continued to have positive perceptions of their education. The majority of students rated the quality of the academic program, academic advisement, faculty accessibility, instruction, communication between faculty and students as either good or excellent.

Likewise, the majority of students rated good or excellent that the degree is valuable for employment, and that they have been prepared for further education. Students replied definitely yes that they would recommend their academic program to other students. Students rated good to excellent the development of their skills in writing, speaking/presentation, reading, critical thinking, problem solving, research, and time management.

### **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 continue to work to improve communication with students.

Most respondents agreed or strongly agreed with the frequency of course offerings; but many disagreed.