

# Austin Peay State University

## M.S. in Counseling Program 2015 – 2016 Annual Report

### 2015-2016 Admissions

Admitted and Enrolled: 21

Average Undergrad GPA: 3.50

Average GREV: 149

Average GREQ: 145

### New Admit Student Demographics

#### Gender

Female: 19  
Male: 2

#### Ethnicity

Asian: 1  
Black: 2  
Hispanic: 1  
White: 16  
Multi-racial: 1

### Total Program Enrollment

#### **(Fall 2015)**

CMHC: 24  
SC: 20

TOTAL: 44

### 2015-2016 Graduation Rate\*

CMHC: 10  
SC: 9  
Total: 19

#### Employment Rate

CMHC: 83%  
SC: 80%

#### Completion Rate

CMHC: 86%  
SC: 77%

\*Fall 2015-Summer 2016

### Spring 2016 Exit & Licensing Exam Pass Rate

CPCE Exit Exam\*: 81%

PRAXIS II (SC): 100%

NCE\*\* (CMHC): N/A

\* All students, first attempt.

\*\* CMHC students take this licensing exam post-graduation.

### Spring 2016 CPCE Exam Mean Scores

Content Area	N	APSU Mean	APSU S.D.	Nat'l* Mean	Nat'l* S.D.
Human Growth & Development	16	11.25	2.59	10.26	2.71
Social & Cultural Diversity	16	10.75	3.03	10.68	2.47
Counseling & Helping Relationships	16	11.12	2.39	10.83	2.45
Group Counseling & Group Work	16	11.31	2.87	11.73	2.51
Career Development	16	8.19	2.67	10.11	2.91
Assessment & Testing	16	10.94	1.78	9.73	2.44
Research & Program Evaluation	16	9.94	2.28	10.53	2.59
Professional Counsel. Orient. & Ethical Practice	16	10.62	2.57	12.32	2.62
<b>TOTAL</b>	<b>16</b>	<b>84.12</b>	<b>15.82</b>	<b>10.77</b>	<b>2.59</b>

\*Descriptive Statistics for Exit CPCE 100215. N = 573

# **Austin Peay State University**

## **M.S. in Counseling Program**

### **2015 – 2016 Annual Report**

#### **2015-2016 Student Learning Outcomes (SLO)**

##### **How Student Learning Outcomes (SLO) initiatives are instituted**

Each year in early August, the Department of Psychological Science and Counseling M.S. in Counseling Graduate Program faculty review the outcomes of the previous year's instituted SLO initiatives. These SLO outcomes drive the pedagogical initiatives the Counseling Program will institute during the current academic year.

##### **2015-2016 Targeted Student Learning Outcome (SLO) initiatives**

The Department of Psychological Science and Counseling M.S. in Counseling Graduate Program, decided to institute the following pedagogical initiatives during the 2015-2016 academic year. These initiatives were based on the 2014-15 academic year assessment data.

Ten (10) second year students took the Counseling Program Comprehensive Exam (CPCE) on 3/28/15. The mean for the overall score was 91.6. The national mean was 86.20 with a standard deviation (SD) of 15.36. On all content areas APSU students scored within one standard deviation of the mean. APSU students' overall scores were not significantly different from the national overall mean, nor were they significantly different from any of the national means for specific content areas (subsections). This includes the *Career Development* content area (9.4) and the *Assessment and Testing* content area (10.3) on which students had the lowest scores, but this also aligned with the national trends. The national mean for the *Career Development* content area was 10.11 and the national mean for the *Assessment* content area was 9.73.

Though APSU students scored within one SD of the national mean in the *Career Development* and *Assessment* subsections, their lowest scores were in these two subsections. Therefore, APSU Counseling Program faculty decided to focus the 2015-2016 SLOs on the *Career Development* and *Assessment* content areas.

Below is a description of the 2015-2016 SLO initiatives, and the outcomes for the specific content areas targeted during the 2015-2016 academic year.

##### **Career Development**

*COUN 5600: Theories and Counseling in Career Development* has been taught as a wholly online 5-week course during the summer semesters. The inclusion of more objective assessment measures in the form of multiple choice and short answer weekly quizzes and exams were instituted as a means for assessing students' knowledge in this area. It was projected that the inclusion of more frequent assessments in the form of weekly quizzes and exams would improve students' overall knowledge, understanding, and skill development in Career Development. In addition, the instructor changed the pedagogical format of this course during the summer 2016 semester, and the course was taught as a hybrid course. It was projected this additional instructional change of including some face-to-face instructional time would have a positive impact on students overall knowledge in this content area.

##### **OUTCOMES:**

# Austin Peay State University

## M.S. in Counseling Program 2015 – 2016 Annual Report

Career Development CPCE Scores				
ASSESSMENT PERIOD	N	APSU MEAN	NATIONAL MEAN	S.D.
Spring 2015	10	9.4	10.11	2.91
Spring 2017*	?	?	?	?

Because *COUN 5600: Theories and Counseling in Career Development* is taught during the summer semester between students first and second year of their program of study, the effectiveness of the pedagogical changes made to this course during the 2015-2016 academic year cannot be determined until students take the CPCE exit exam during the Spring 2017 exam period.

### Psychological Assessment

*COUN 5190: Psychological Assessment* was taught during the 2014 summer semester as a 5-week online course. It was challenging to condense all of the course content into a 5-week period and ensure students retained the information when taking the CPCE during their final semester. As a result Counseling Program faculty revised the sequence of courses and *COUN 5190* was moved to the fall semester of students' second year. It was projected that by making the course an on-campus traditional 16-week course, the course content would be sufficiently covered and students' knowledge, understanding, and skill development in the Assessment content area would improve.

### OUTCOMES:

Assessment CPCE Scores				
ASSESSMENT PERIOD	N	APSU MEAN	NATIONAL MEAN	S.D.
Spring 2015	10	10.43	9.73	2.44
Spring 2016	16	10.94	11.04	2.74

The changes made to *COUN 5190: Psychological Assessment* during the 2015-2016 academic year had a slight impact on the overall improvement of students' 2016 CPCE scores in this content area, as there is no statistical difference between the APSU mean (10.94) and the national mean (11.04) for this subsection. The slight rise in APSU students' mean score for the Assessment content area between the 2015 and 2016 assessment periods, indicates moving *COUN 5190* from a 5-week summer semester online course to a 16-week on-campus traditional course potentially had some positive impact on students' mean scores.

### SUMMARY

During the 2015-2016 academic year, the M.S. in Counseling Graduate Program at Austin Peay State University (APSU) enrolled 21 new students (CMHC = 11, SC = 10). The ethnic and gender composition of enrolling students continues to grow in diversity. The total enrollment for the fall 2016 semester was 44 with 23 students in their second or third year (CMHC = 13, SC = 10).

# **Austin Peay State University**

## **M.S. in Counseling Program**

### **2015 – 2016 Annual Report**

APSU students tend to do well on the CPCE exit exam and PRAXIS II licensing exam (school counseling only) indicating students are leaving the program with a solid foundation of the counselor competencies required by the Council for the Accreditation of Counseling and Related Programs (CACREP). The majority of students who enroll in the program are completing their program within a 2 to 2 ½ years, and are employed in the counseling profession immediately or shortly after graduation.

The Student Learning Outcomes (SLO) for the 2015-2016 academic year focused on the core content areas of *Career Development* and *Psychological Assessment*. Overall, students enrolled during the 2015-2016 academic year demonstrated competency in these content areas through obtaining passing scores in these subsections of the CPCE exit exam. Counseling Program faculty will continue to monitor student learning outcomes in these, and the other eight core counseling competency areas. Changes to scheduling, pedagogy and course content will be made as deemed necessary to maintain a high standard of student success.