

Austin Peay State University

M.S. in Counseling Program 2016 – 2017 Annual Report

2016-2017 Admissions

Admitted and Enrolled: 16

Average Undergrad GPA: 3.53

Average GREV: 148

Average GREQ: 144

New Admit Student Demographics

Gender

Female: 12
Male: 4

Ethnicity

Black: 2
Hispanic: 1
White: 12
Multi-racial: 1

Total Program Enrollment (Fall 2016)

CMHC: 20
SC: 17

TOTAL: 36

2016-2017 Graduation Rate*

CMHC: 5
SC: 8
Total: 13

Employment Rate

CMHC: 80%
SC: 75%

Completion Rate

CMHC: 64%
SC: 70%

*Fall 2016-Summer 2017

Spring 2017 Exit & Licensing Exam Pass Rate

CPCE Exit Exam*: 88%

PRAXIS II (SC): 100%

NCE** (CMHC): N/A

* All students, first attempt.

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

Spring 2017 CPCE Exam Mean Scores

Content Area	N	APSU Mean	APSU S.D.	Nat'l* Mean	Nat'l* S.D.
Human Growth & Development	8	11.5	3	10.33	2.64
Social & Cultural Diversity	8	10.75	1.2	9.84	2.52
Counseling & Helping Relationships	8	12.88	2.62	11.40	2.63
Group Counseling & Group Work	8	14.25	1.09	11.74	2.58
Career Development	8	11.88	.93	10.11	2.71
Assessment & Testing	8	10.75	2.77	9.95	2.79
Research & Program Evaluation	8	11.88	2.62	10.57	3.02
Professional Counsel. Orient. & Ethical Practice	8	11.62	3.24	11.23	2.92
TOTAL	8	95.5	13.1	85.36	16.66

*Descriptive Statistics for Exit CPCE 100116. N = 740

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2016-2017 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.

2016-2017 Targeted Student Learning Outcome (SLO) initiatives

The Department of Psychological Science and Counseling M.S. in Counseling Program faculty decided to institute the following pedagogical initiatives during the 2016-2017 academic year. These initiatives were based on the Student Learning Outcomes (SLO) for the 2015-2016 academic year. The Counselor Preparation Comprehensive Exam (CPCE) was used as the assessment tool for accessing student learning outcomes for the 2015-2016 academic year. Students were to achieve an overall score of no less than one standard deviation below the national mean on the CPCE. Sixteen (16) students took the CPCE on 4/1/2016. The overall mean score for APSU students was 84.12, and the overall national mean was 83.86. Though APSU students' overall mean score was above the national mean (83.86), three (3) students did not meet a passing score.

As a result of the 2015-2016 SLO outcomes, and the spring 2016 CPCE exam scores, the APSU Counseling Program faculty focused the 2016-2017 Student Learning Outcomes (SLO) on learning activities and assessments in the content areas of *Psychological Assessment*, and *Counseling and Helping Relationships*.

Below is a description of the 2016-2017 SLO initiatives, and the outcomes for the specific content areas targeted during the 2016-2017 academic year.

Psychological Assessment

A review of the Spring 2016 CPCE results indicated that students enrolled in the M.S. in Counseling program continued to score below the National mean on the Assessment & Testing subscale (National mean = 11.04; APSU mean = 10.94). Though there was no significant difference between the national mean and the APSU mean, four (4) students scored significantly below their APSU and national peers in this content area (subsection). Therefore, the counseling faculty decided to focus on learning activities and assessments related to psychological assessment during the 2016-2017 academic year.

The following curricular changes were made to the *COUN 5190: Psychological Assessment* course during the 2016-2017 academic year:

Students were to demonstrate competency with selecting, administering, scoring, and interpreting psychological assessments by successfully completing the two activities described below.

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1. The Comprehensive Assessment Report assignment required in *COUN 5190: Psychological Assessment* class during the fall 2016 semester.

Students were to demonstrate competency by completing the Comprehensive Assessment Report assignment and earning a score of 15/18 (83%) or better as evaluated using the Comprehensive Assessment Report Rubric. A score of 15/18 or better on the Comprehensive Assessment Report assignment, as measured by the Rubric, indicates that students have developed the knowledge and skills necessary to effectively utilize psychological assessment tools in the context of the counseling profession.

2. The Counselor Preparation Comprehensive Exam (CPCE) Assessment & Testing subscale scores for the 2016-2017 exam cycle.

Students were to further demonstrate competency in the area of Psychological Assessment by achieving a score no more than one standard deviation (SD) below the National mean on the Assessment and Testing subscale of the CPCE during the 2016-2017 assessment cycle. Students who were assessed during the 2016-2017 SLO period took the CPCE during the spring of 2017.

Outcomes:

SLO Criteria #1:

All thirteen students enrolled in *COUN 5190: Psychological Assessment* completed the Comprehensive Assessment Report assignment and earned a score of at least 15/18 as evaluated using the Comprehensive Assessment Report Rubric. The specific score breakdown is as follows: 15 points = 15% of students; 16 points = 23% of students; 17 points = 31% of students; 18 points = 31% of students. Based on these scores, the students demonstrated that they developed the knowledge and skills necessary to effectively utilize psychological assessment tools in the context of the counseling profession.

SLO Criteria #2:

Eight (8) second year students completed the Counselor Preparation Comprehensive Exam (CPCE) during the spring 2017 assessment period and were included in the evaluation of SLO criteria #2.

The National mean score for the Assessment & Testing subscale of the CPCE during the spring 2017 exam cycle was 9.95 (SD = 2.79). The mean score achieved by APSU students was consistently higher than the national mean score in this content area (subscale) of the CPCE (APSU mean = 10.75, SD=2.77). Based on these scores, APSU students demonstrated that they developed the knowledge and skills necessary to effectively utilize psychological assessment tools in the context of the counseling profession.

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Assessment CPCE Scores				
ASSESSMENT PERIOD	N	APSU MEAN	NATIONAL MEAN	S.D.
Spring 2016	16	10.94	11.04	2.74
Spring 2017	8	10.75	9.95	2.79

Though APSU students who took the CPCE during the spring 2017 assessment cycle scored slightly lower than their 2016 counterparts on the Assessment and Testing subscale, the 2017 cohort scored well above the National mean.

Counseling and Helping Relationships

Though students in the APSU M.S. in Counseling Program tend to do very well on the Helping Relationships subscale of the CPCE, one quarter (4) of the sixteen students who took the exam in the spring of 2016 had scores significantly below the National mean of 11.40 for this subscale. Therefore, the counseling faculty decided to focus the 2016-2017 SLO on further developing students' competency in their core counseling skills.

The following assessment measures were instituted in the *COUN 5410: Counseling Techniques* course during the 2016-2017 academic year:

Students in the MS Counseling program will demonstrate competency in building and maintaining helping relationships with their clients by successfully completing the two activities below:

1) Peer Counseling Sessions.

Students were to demonstrate the ability to successfully use core counseling skills by receiving no less than an overall score of 3.0 on their final 50-minute counseling session evaluation as measured by the 11-item, 4-point Likert scale *Counseling Techniques Final Evaluation Form*.

2) The Counselor Preparation Comprehensive Exam (CPCE) Counseling and Helping Relationships subscale scores for the 2016-2017 exam cycle.

Students were to further demonstrate competency in the area of core counseling skills by achieving a score no more than one standard deviation (SD) below the National mean on the Counseling and Helping Relationships subscale of the CPCE during the 2016-2017 assessment cycle. The students assessed during the 2016-2017 SLO period took the CPCE during the spring of 2017.

Outcomes:

SLO Criteria #1:

Fifteen of the sixteen graduate students enrolled in their first year of the M.S. in Counseling Program successfully completed a minimum of 6 sessions with a peer in the Department's clinic lab. They were given ongoing feedback on their core counseling skills. In addition to the six counseling sessions, they conducted one 50-minute counseling session with a second year

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counseling student volunteer. With the exception of one student, they met the course expectation for *COUN 5410: Counseling Techniques* by scoring an average of 3.25 on the *Counseling Techniques Final Evaluation Form*. This demonstrates 93% of the students developed the knowledge and skills of core counseling skills requisite of the counseling profession.

SLO Criteria #2:

Eight (8) second year students completed the Counselor Preparation Comprehensive Exam (CPCE) during the spring 2017 assessment period and were included in the evaluation of SLO criteria #2.

The National mean score for the Counseling and Helping Relationships subscale of the CPCE during the 2016-2017 exam cycle was 11.40 (SD = 2.63). The mean score achieved by APSU students on the Counseling and Helping Relationships subscale was 12.88 (SD = 2.62). Indicating APSU students scored well above the national average on this subscale.

Counseling & Helping Relationships CPCE Scores				
ASSESSMENT PERIOD	N	APSU MEAN	NATIONAL MEAN	S.D.
Spring 2016	16	11.12	11.45	2.87
Spring 2017	8	12.88	11.40	2.63

There was significant improvement in the mean score of APSU students who took the CPCE in 2017 (APSU mean 12.88) compared to those that took the exam in 2016 (APSU mean 11.12).

SUMMARY

During the 2016-2017 academic year, the M.S. in Counseling Graduate Program at Austin Peay State University (APSU) enrolled 16 new students (CMHC = 9, SC = 7). The ethnic and gender composition of enrolling students continues to grow in diversity. The total enrollment for the fall 2016 semester was 37 with 13 students in their second year (CMHC = 6, SC = 7) and seven (7) students in their third year (CMHC = 5, SC = 2).

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 core counseling content areas required by the Council for the Accreditation of Counseling and Related Programs (CACREP); and they are well prepared for the counseling profession. The majority of students who enroll in the program are completing their program within a 2 to 2 ½ year timeframe, and are employed in the counseling profession immediately or shortly after graduation.

The markedly low completion rate during the 2016-2017 academic year is remarkable. An unusual number of students admitted and enrolled during the 2015 and 2016 academic years withdrew from the program for a variety of personal reasons, none that were articulated as a result of APSU's Counseling Program requirements or practices. Because APSU is located near Ft. Campbell Army Post, many students enrolling in the program are affiliated with the

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military, and this frequently has an impact on student completion rates due to deployments and change of duty station inherent of military life.

The APSU Counseling Program faculty focused the Student Learning Outcomes (SLO) for the 2016-2017 academic year on the core content areas of Assessment and Testing, and Counseling and Helping Relationships. Overall, students enrolled during the 2016-2017 academic year demonstrated competency in these content areas through successful completion of key assessment assignments and passing scores in these subsections of the CPCE exit exam. The Counseling Program faculty will continue to closely 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.