

Austin Peay State University

M.S. in Counseling Program 2017 – 2018 Annual Report

2017-2018 Admissions

Admitted and Enrolled: 23

Average Undergrad GPA: 3.43

Average GREV: 149

Average GREQ: 144

Total Enrollment (Fall 2017)

CMHC: 30

SC: 15

TOTAL: 45

Spring 2018 Exit & Licensing Exam Pass Rate

CPCE Exit Exam*: 100%

PRAXIS II (SC): 100%

NCE** (CMHC): N/A

* All students, first attempt.

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

Student Demographics

Gender

Female: 19

Male: 4

Ethnicity

Black: 2

Hispanic: 2

White: 19

Multi-racial: 0

2017-2018 Graduation Rate

CMHC: 4

SC: 5

Total: 9

Employment Rate

CMHC: 75%

SC: 100%

Completion Rate

CMHC: 73%

SC: 71%

*Summer 2017 thru Spring 2018

2017-2018 Student Learning Outcomes (SLO)

The Department of Psychological Science and Counseling M.S. in Counseling Graduate Program decided to institute the following pedagogical initiatives during the 2017-2018 academic year. These initiatives were based on the Student Learning Outcomes (SLO) for the 2016-2017 academic year. The Counselor Preparation Comprehensive Exam (CPCE) was one of the assessment tools used for accessing student learning outcomes for the 2016-2017 academic year, and in the creation of targeted SLO's for the 2017-2018 AY. Students were to achieve an overall score of no less than one standard deviation below the national mean (M = 83.86). Eight (8) students took the CPCE on 4/6/2017. The overall mean score for APSU students was 95.5 with a Standard Deviation of 13.1. All APSU students with the exception of

Austin Peay State University

M.S. in Counseling Program 2017 – 2018 Annual Report

one (1) obtained passing score, and all but two(2) students scored above the national mean (85.36; SD 16.66).

For the 2017-2018 academic year, the APSU Counseling Program faculty focused Student Learning Outcomes (SLO) on learning activities and assessments in the content areas of *Ethical, Legal & Professional Issues in Counseling*, and *Theories and Counseling in Career Development*.

1. Ethical, Legal and Professional Issues in Counseling:

A review of the Spring 2017 CPCE results indicated that students enrolled in the M.S. in Counseling program scored at or above the National mean on the *Professional Counseling Orientation and Ethical Practice* subscale (National mean = 11.23; APSU mean = 11.62). Though the overall mean score for the eight (8) students who took the exam was slightly above the National mean, three (3) students scored significantly below (mean = 7.6) their APSU and national peers in this content area (subsection). Therefore, the counseling faculty decided to focus on learning activities and assessments related to *Ethical, Legal, and Professional Issues in Counseling* during the 2017-2018 academic year.

The following curricular changes were made to the *COUN 6010: Ethical, Legal & Professional Issues in Counseling* course during the 2017-2018 academic year:

Students were to demonstrate competency in ethical procedure, legal policies and professional orientation by:

- a. completing the Professional Disclosure Statement and Informed Consent major assignment, earning a score of 11/14 (79%) or better as evaluated using the Professional Disclosure Statement and Informed Consent Rubric. A score of 11/14 or better indicates that students have developed the knowledge and skills to apply ethical standards and legal statutes that affect professional counselors when making critical decisions that impact school and mental health settings; and
- b. receiving a mean score of no less than one Standard Deviation (SD = 2.9) below the National Mean on the *Professional Counseling Orientation and Ethical Practice* subscale of the CPCE exam.

OUTCOMES

SLO Criteria #1:

Twenty-six (26) students were enrolled in *COUN 6010: Ethical, Legal & Professional Issues in Counseling* during this assessment period. Only thirteen (13) were assessed as the course had two sections with one section being taught by a temporary full-time instructor who did not follow assessment instructions. Of the thirteen (13) who were assessed, all students successfully completed the Professional Disclosure Statement and Informed Consent assignment, and earned a score of at least 11/14 as evaluated using the Professional Disclosure Statement and Informed Consent Rubric. Each student met the course expectation for COUN 6010 by scoring an average of 12/14 (86%) or better. Based on the scores, students demonstrated they developed the knowledge and skills necessary to effectively apply legal principles surrounding

Austin Peay State University

M.S. in Counseling Program

2017 – 2018 Annual Report

the safe, professional and ethical practice of Counseling. Fulfilling the Professional Disclosure Statement and Informed Consent assignment is imperative in preparing students on organizational compliance, professional standards and legal policies that govern the profession.

SLO Criteria #2:

Professional Orientation & Ethical Practice CPCE Scores				
ASSESSMENT PERIOD	N	APSU MEAN	NATIONAL MEAN	S.D.
Spring 2017	8	11.62	11.23	2.9
Spring 2018	7	11.9	11.1	2.8

APSU students who took the CPCE during the spring 2018 assessment cycle scored slightly above their 2017 APSU counterparts on the *Professional Counseling Orientation and Ethical Practice* subscale, and slightly below the 2017 National mean.

SLO #1: Ethical, Legal & Professional Issues in Counseling Action Step: Include National Certified Counselor (NCC) Code of Ethics so counseling students understand ethical procedures guiding counselors who hold national board certification.

2. Theories and Counseling in Career Development:

Students in the MS Counseling program will demonstrate competency in their understanding of career development and career counseling over the lifespan. Students will demonstrate their knowledge, awareness and skills required of the counseling profession by:

- a. administering, interpreting, and reporting the findings from the Self-directed Search (SDS) career assessment tool during a Mock Career Counseling Session experiential assignment. Students will demonstrate competency by writing a Career Counseling Skills Analysis Paper and earning a minimum score of 12/15 (80%) or more using the assessment rubric; and by
- b. receiving a minimum score of 48/60 (80%) on the Career Development final exam. The final exam will contain 60 multiple choice questions that mirrors the *Counseling Preparation Competency Exam (CPCE)* Career Development subscale.

OUTCOMES

SLO Criteria #1:

Twenty-seven (27) graduate students enrolled in the M.S. Counseling Program successfully completed conducting a mock counseling session with a client. They were given feedback on their career counseling assessment skills. With the exception of one student, they wrote a reflection paper on their experience and they met the course expectation for COUN 5600 by scoring an average of 2.63 on a three-point scale.

Austin Peay State University

M.S. in Counseling Program

2017 – 2018 Annual Report

SLO Criteria #2:

27 students were enrolled in COUN 5600: Theories and Counseling in Career Development during this assessment period. The proposed outcome assessment measure #2 for *COUN 5600: Theories and Counseling in Career Development* was not instituted as originally planned during the 2017-2018 assessment period. The rationale for not including the final exam was due to the amount of work students were required to complete for this class. They did a Mock Career Counseling Session in the Counseling Lab, they took the MBTI and STRONG career assessments and met with a career advisor at the Office of Career Services to go over the assessment results, participated in a Career Development Project Presentation, engaged in a weekly participation in the discussion board, and took part in a mock job interview. Since the students were engaged in a lot of activities and they only had 5 weeks to master the course material, and these activities were experiential in nature, the instructor felt the final examination may not measure what it was intended to measure. For the summer 2019 semester, the instructor plans to reduce students' workload and include a final exam to see how it helps increase CPCE scores for the Career Development sub-section.

SLO #2: Theories and Counseling in Career Development Next Action Step: Institute a final exam that mirrors the Counseling Preparation Competency Exam (CPCE) Career Development sub-scale.

Spring 2018 CPCE Exit Exam Scores

Seven (7) second year counseling students took the CPCE exit exam on April 6, 2018. Four (4) were school counseling students and five (5) were clinical mental health counseling students. All students passed the exam.

CONTENT AREA	APSU MEAN	APSU SD	NAT'L MEAN	NAT'L SD
C1. Human Growth & Development	12.4	2.8	11.6	2.7
C2. Social & Cultural Diversity	10.4	1.1	10.2	2.6
C3. Helping Relationships	13.4	2.4	12.1	2.7
C4. Group Work	11.7	2.7	11.1	2.7
C5. Career Development	8.3	1.9	9.4	2.7
C6. Assessment	10.9	2.3	10.6	2.2
C7. Research & Program Evaluation	12.7	2.2	11.2	3.1
C8. Professional Orientation & Ethical Practice	11.9	3.5	11.1	2.8

APSU Counseling Program students continue to do as well, or better than the national mean on all content areas of the exam. During this assessment period APSU students' mean score fell below the National mean in the Career Development content area (subsection) of the exam. See the SLO #2: Theories and Counseling in Career Development Next Action Step for how this will be addressed in the coming year.

Austin Peay State University

M.S. in Counseling Program 2017 – 2018 Annual Report

Program Changes

Each year Counseling Program faculty undergo a rigorous evaluation of the effectiveness of the Program and its students. Programmatic and curricular changes are made based on this evaluation. In addition to the SLO initiatives for the 2017-2018 AY, the Counseling program faculty made the following changes to the M.S. in Counseling Program during the 2017-2018:

- 1) Renaming of *COUN 5080: Advanced Abnormal Psychology* to *Diagnosis & Psychopathology* in the spring of 2018, to more clearly indicate the content of this course, as it aligns with CACREP Standards.
- 2) Renaming *COUN 5440: Diversity Issues in Counseling* to *Counseling Diverse Populations* to eliminate the concept that diversity is an “issue” in counseling. Redesigning the course in the spring of 2018 to be co-taught by two faculty members of differing cultures – offering students multiple perspectives, and the inclusion of an experiential component.
- 3) Creating a new research methods course specific to the counseling profession. In the spring of 2018. *COUN 5000: Research and Program Evaluation in Counseling* was approved and the first course was taught during the summer of 2018. This allows for the inclusion of content related to program evaluation, and meets CACREP accreditation standards.

CACREP Accreditation Update

APSU's M.S. in Counseling Program CACREP accreditation team has worked diligently to complete the CACREP accreditation self-study and application process. The Self-study and application for CACREP accreditation was submitted in early February 2018. At the end of April an addendum to the Self-study was requested by CACREP accreditation reviewers. Counseling faculty worked diligently over the summer to complete this addendum. A spring 2019 site visit is anticipated.

SUMMARY

During the 2017-2018 academic year, the M.S. in Counseling Graduate Program at Austin Peay State University (APSU) enrolled 23 new students (CMHC = 14, SC = 9). The ethnic and gender composition of enrolling students continues to grow in diversity. The total enrollment for the fall 2017 semester was 45 (CMHC = 30, SC = 15).

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 2017-2018 academic year is remarkable. An unusual number of students admitted and enrolled during the 2016 and 2017 academic years

Austin Peay State University

M.S. in Counseling Program

2017 – 2018 Annual Report

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 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 2017-2018 academic year on the core content areas of Professional Counseling Orientation and Ethical Practice Career Development. Overall, students enrolled during the 2017-2018 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.

During the 2017-2018 academic year all students (7) who took the CPCE exit exam passed the exam and achieved scores at, or above the national mean with the exception of the Career Development subscale where APSU students scored slightly below the national mean. Next action steps for COUN 5600: Theories and Counseling in Career development include the inclusion of a comprehensive final exam that mirrors the CPCE.

The APSU M.S. in Counseling Program is in the process of obtaining CACREP accreditation. The CACREP accreditation self-study and application was submitted in February 2018. An addendum to the self-study was requested in April 2018 and faculty worked diligently to complete the addendum during the summer. A site visit is anticipated during the spring of 2019, and accreditation shortly thereafter.