

Austin Peay State University

M.S. in Counseling Program 2019 – 2020 Annual Report

2019-2020 Admissions

Admitted and Enrolled: 17
Average Undergrad GPA: 3.36
Average GREV: 147
Average GREQ: 144

Total Enrollment (Fall 2019)

CMHC: 35
SC: 13
NDS: 2
TOTAL: 50

Fall 2019 & Spring 2020 Exit & Licensing Exam Pass Rate

CPCE Exit Exam*: 95% (19/20)
PRAXIS II (SC): 100% (3/3)
NCE** (CMHC): N/A
* All students, first attempt.
** CMHC students take this licensing exam post-graduation.

Student Demographics (2019 cohort)

Gender

Female: 14
Male: 3

Ethnicity

Asian: 1
Black: 3
Hispanic/Latino: 2
Native Hawaiian/Pacific Islander: 1
White: 10

2019-2020 Graduation Rate

CMHC: 20
SC: 5
Total: 25

Employment Rate

CMHC: 100% (6/6)
SC: 100% (8/8)

Completion Rate (in 2-2.5 years)

CMHC: 81% (13/16)
SC: 100% (4/4)

*Fall 2019 thru Summer 2020

2019-2020 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 2019-2020 academic year. These initiatives were drawn from the Key Learning Objectives that guide the M.S. in Counseling Graduate Program education.

The M.S. Counseling Graduate Program faculty have identified 14 Key Learning Objective Assessments (KLOA) for the educational portion of the program. These KLOAs are assessed for each student in the program during their progress through the program. In order to ensure that faculty consistently assess

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the efficacy of the program in meeting those objectives and to encourage intentional program modification to better support student learning and students' success, each of the 14 KLOAs are assessed in a 7-year cycle.

For the 2019-2020 academic year, the APSU Counseling Program faculty focused Student Learning Outcomes (SLO) on learning activities and assessments in the content areas of *Counseling Children and Adolescents*, and *Research and Program Evaluation*.

1. SLO 1: Counseling Children and Adolescents

KLOA 11 Counseling Children and Adolescents: Students will demonstrate the knowledge and application of culturally, situationally, and developmentally appropriate treatment strategies for addressing the specific needs of children and adolescents; including characteristics, risk-factors and warning signs of child/adolescent mental health behavioral disorders; and common medications that affect learning, behavior, and mood (CACREP 5.G).

The following curricular changes were made to the *COUN 5160: Counseling Children and Adolescents* course since the related SLOs were last evaluated: This course is now taught in an 8-week hybrid format and includes a hand-on clinical component to allow students to apply knowledge and skills relevant to counseling with children and adolescents.

SLO Criteria and Outcomes #1

Criteria: Students in the M.S. in Counseling program enrolled in *COUN 5160: Counseling Children and Adolescents* will demonstrate competency through their ability to analyze and evaluate information related to counseling children and adolescents. This competency will be measured using 4 quizzes covering course material including, but not limited to, risk-factors and warning signs of child/adolescent mental health behavioral disorders; and common medications that affect learning, behavior, and mood. Student scores on the 4 quizzes will be averaged and students will demonstrate competency by earning a quiz average of 80% or better.

Outcomes: Twenty second-year counseling students completed the quizzes during the 2019-2020 SLO period. The mean score for APSU students is 89.825%. Of the 20 students who completed the quizzes, 18 out of the 20 students earned a quiz average of 80% or better.

SLO Criteria and Outcomes #2

Criteria: Students in the M.S. in Counseling program enrolled in *COUN 5160: Counseling Children and Adolescents* will demonstrate competency by identifying and implementing culturally, situationally, and developmentally appropriate treatment strategies for addressing the specific needs of children and adolescents. This competency will be measured by completing a "Practice Session Video and Paper" assignment in which they engage in a practice session with a child or adolescent, submit a critique of their session, and engage in a feedback session related to their session. Students will demonstrate competency by completing the assignment and earning a score of 26.4/33 (80%) or better as evaluated using the Practice Session Video and Paper Rubric.

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Outcomes: Twenty second-year counseling students completed the Practice Session Video and Paper assignment during the 2019-2020 SLO period. The mean score for APSU students is 97.5%. Of the 20 students who completed the assignment, 20 out of the 20 students earned a grade of 80% or better.

SLO #1: Counseling Children and Adolescents Action Step: Based on the outcomes related to SLO Criteria #1, teaching methods related to assessment and appraisal techniques and working with children in different settings need to be evaluated and revised. Part of these materials was covered using powerpoint information posted to D2L. Including a brief video recorded lecture related to these topics may help to support student engagement and learning related to these topics. Based on the outcomes related to SLO Criteria #2, it appears that students are able to apply the skills assessed by this assignment well. However, based on additional feedback from community partners, there are additional skills related to working with children and adolescents that are not measured by this assignment that students are struggling with. In order to better support student development of these additional skills, this assignment can be modified to allow students to demonstrate knowledge and skills related to counseling skill application as well as conceptualization and treatment planning.

2. SLO 2: Research and Program Evaluation:

KLOA 6 Research and Program Evaluation: Students will critically evaluate and utilize research, evidence-based practices, and/or program evaluation (CACREP 2.F.8).

The following curricular changes were made to the *COUN 5000: Research and Evaluation in Counseling* course since the related SLOs were last evaluated: This course is now offered in an accelerated 5-week online format.

SLO Criteria and Outcomes #1

Criteria: Students in the M.S. in Counseling program enrolled in *COUN 5000: Research and Evaluation in Counseling* will demonstrate competency by successfully completing the “Research Paper” assignment. Students will demonstrate competency by completing the assignment and earning a score of 16.7/21 (80%) or better as evaluated using the Research Paper Rubric.

Outcomes: Fifteen students in the M.S. in Counseling program completed the Research Paper assignment during the 2019-2020 SLO period. Of the 15 students who completed the Research Paper, 13 students earned a grade of 80% or better.

SLO Criteria and Outcomes #2

Criteria: Students in the M.S. in Counseling program will demonstrate competency in the area of research methods and program evaluation by achieving a score no more than one standard deviation (SD) below the National mean on the Counselor Preparation Comprehensive Exam (CPCE) Research and Program Evaluation subscale. The students being assessed during the 2019-2020 SLO period will take the CPCE during the Fall of 2019 or Spring of 2020. Score requirements for students completing the CPCE during Fall of 2019 were as follows: National mean was 9.9 and National standard deviation was 2.6,

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meaning our students needed to score at least a 7.3 on this subscale in order to demonstrate competency in this area. Score requirements for students completing the CPCE during Spring of 2020 were as follows: National mean was 9 and National standard deviation was 2.7, meaning our students needed to score at least a 6.3 on this subscale in order to demonstrate competency in this area.

Outcomes: Twenty second-year counseling students took the Counselor Preparation Comprehensive Exam (CPCE) during the 2019-2020 SLO period. The mean score for APSU students on the Research and Program Evaluation subscale was 9.15 with a Standard Deviation (SD) of 3.05. Of the 20 students who completed the CPCE during the 2019-2020 SLO period, 15 out of the 20 students earned a score no more than one standard deviation below the mean, with 10 scoring above the National mean. These results indicate that 15 out of 20 (75%) of the students were able to demonstrate competence related to research and program evaluation and performed very well on this measure of competency. However, 5 out of 20 (25%) of the students evaluated during this assessment cycle did not meet the standards of competency.

Research and Program Evaluation CPCE Scores					
ASSESSMENT PERIOD	N	APSU MEAN	APSU S.D.	NATIONAL MEAN	S.D.
Fall 2019	4	10.5	4	9.9	2.6
Spring 2020	15	8.8	2.9	9	2.7

SLO #2: Research and Program Evaluation Action Step: These results suggest that the teaching methods support some students well in progress toward competency but are not necessarily effective for all students. This outcome assessment measure #2 also relies on data from a standardized test. Not all students perform well on standardized tests. Incorporating additional ways of demonstrating competence may also help to provide additional information regarding what is working and what isn't. Additionally, in order to better support student development of knowledge and skills related to research and evaluation in counseling, instructors will utilize more video recorded demonstration and discussion of key concepts. Additionally, instructors will provide more direct feedback related to the in-class quizzes which provide an opportunity to practice for the CPCE. Instructors will evaluate the course assignments to ensure that they provide multiple ways for demonstrating competency and practicing with the skills related to research.

Fall 2019 & Spring 2020 CPCE Exit Exam Scores

Twenty (20) second-year counseling students took the Counselor Preparation Comprehensive Exam (CPCE) during the 2019-2020 SLO period. Two (2) were school counseling students and eighteen (18) were clinical mental health counseling students. 95% (19/20) of the students passed the exam on their first attempt.

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FALL 2019 CPCE SCORES				
CONTENT AREA	APSU MEAN	APSU SD	NAT'L MEAN	NAT'L SD
C1. Human Growth & Development	12.0	3.5	11.7	2.6
C2. Social & Cultural Diversity	9.8	3.6	10	2.4
C3. Helping Relationships	10	2.8	9.4	2.4
C4. Group Work	12.8	1.9	11.2	2.6
C5. Career Development	8.8	4.5	10.2	2.5
C6. Assessment	10.3	1,7	9.1	2.2
C7. Research & Program Evaluation	10.5	4	9.9	2.6
C8. Professional Orientation & Ethical Practice	12.0	2.9	11.0	2.2
TOTAL	86	22.5	82.6	13.7

SPRING 2020 CPCE SCORES				
CONTENT AREA	APSU MEAN	APSU SD	NAT'L MEAN	NAT'L SD
C1. Human Growth & Development	12.8	2.3	12.3	2.2
C2. Social & Cultural Diversity	11.5	2.0	10.6	2.2
C3. Helping Relationships	11.7	1.8	11.2	2.2
C4. Group Work	10.7	2.4	10.8	2.1
C5. Career Development	11.8	2.0	11.3	2.3
C6. Assessment	12.3	2.1	10.8	2.6
C7. Research & Program Evaluation	10.6	1.5	10.4	2.4
C8. Professional Orientation & Ethical Practice	8.8	2.9	9.0	2.7
TOTAL	90.1	10.7	86.4	13.0

APSU Counseling Program students continue to do as well, or better than the national mean on most content areas of the exam.

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 2019-2020 AY, the Counseling program faculty made the following changes to the M.S. in Counseling Program during the 2017-2018:

- 1) The School Counseling concentration transitioned to a 60-credit hour program to align with CACREP standards. The School Counseling concentration now includes coursework related to Addictions Counseling and Diagnosis and Psychopathology for all students.

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- 2) We introduced two new courses to the curriculum:
 - a. COUN 5210 School Culture for Counselors: This course will provide an introduction to school examines the unique role of school-based counselors. Students will be introduced to school leader functions, student support activities, school-wide program planning, education policies, and professional considerations. School stakeholders will be explored in addition to consultation models designed to promote, develop, and enhance effective teamwork within the school. This course also integrates experiential lesson plan assignments and practices sessions. This course is required for all students in the School Counseling concentration
 - b. COUN 6720 Introduction to Play Therapy: This is an experiential course designed to provide foundational knowledge and skills of Child-Centered Play Therapy. Students will practice basic child-centered play therapy skills, learn how to set up a play therapy space, develop strategies to work through challenges in the therapeutic process, and learn strategies to invite parents into the process. Research on the evidence-base for this intervention will also be reviewed. This course is offered as an elective for all students in the Counseling program
- 3) Dr. Eva Gibson official began her position as the School Counseling faculty and School Counseling Clinical Coordinator.

CACREP Accreditation Update

APSU's M.S. in Counseling program is committed to excellent and, as of July 2019, the Council for Accreditation of Counseling and Related Educational Program (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following programs in the Department of Psychological Science and Counseling: M.S. in Counseling, Clinical Mental Health Counseling concentration; and M.S. in Counseling, School Counseling concentration. CACREP accreditation provides recognition that the content and quality of APSU's Counseling Graduate Program has been evaluated and meets high standards set by the profession. All students who graduate within 18-months of the program receiving accreditation (January 2018 and later) will be grandfathered and will be considered to have graduated from a CACREP accredited program.

Program, Student, and Faculty Awards, Achievements and Accomplishments

The M.S. in Counseling Program strives to foster excellence in students and faculty and celebrates the accomplishments of members of the program community. During the 2019-2020 AY, we honor the following accomplishments:

- Melody Shipley won the ACC Graduate Student Award, and is completing work and dissemination of her 9/11 Community-Based Art Therapy Project (manuscript ready for submission by end of the year and presented at TLPCA, MTCA, APSU, & ACC)

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- Cameron Bentley completed and defended his thesis titled “Child Parent Relationship Therapy’s Effects on Stress Levels, Behavioral Concerns, and Parenting Efficacy in Military-Involved Families.” We plan to turn this into a manuscript spring/summer 2019.
- Cameron Bentley, Katie Pill, & Melody Shipley won 1st prize for graduate student poster at Tennessee Licensed Professional Counselors Association (TLPCA) conference. This presentation was also accepted at MTCA & ACC and was presented at APSU.
- Kate Felts presented with Dr. Fripp & Dr. Coggins at SACES a poster titled “Redesigning and Implementing a Multicultural Counseling Course”
- PFA Training Activity was featured in a current article in the APSU news and the activity is leading to ongoing research using archival data regarding students’ reflections on the event.
- The program received a TAF grant to fund purchase of four computers in the counseling lab to facilitate clinical note writing and video review.

SUMMARY

During the 2018-2019 academic year, the M.S. in Counseling Graduate Program at Austin Peay State University (APSU) enrolled 20 new students (CMHC = 16, SC = 4). The ethnic and gender composition of enrolling students continues to grow in diversity. The total enrollment for the fall 2018 semester was 55 (CMHC = 36, SC = 15, NDS = 4).

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 APSU Counseling Program faculty focused the Student Learning Outcomes (SLO) for the 2018-2019 academic year on the core content areas of *Social and Cultural Diversity* and *Career Development*. Overall, students enrolled during the 2018-2019 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 2018-2019 academic year, 95% (20/21) of the students 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 and Professional Orientation and Ethical Practice subscales where APSU students scored slightly below the national mean. These areas will be specifically addressed through next action steps from this year’s SLOs and in future assessment cycles.

The APSU M.S. in Counseling Program is in the process of obtaining CACREP accreditation. The M.S. in Counseling faculty hosted the CACREP site visit team in April 2019. We have submitted an addendum addressing the final standard and anticipate a decision from CACREP following their July meeting. We

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also celebrated the success of several of the students and faculty in the program and look forward to future successes and celebrations.