

Institutional Effectiveness

2018-2019

Program: Counseling and Psychology MA

College and Department: College of Education – Department of Counseling & Psychology

Contact: Barry Stein

Mission: The Department of Counseling and Psychology has the primary mission of offering strong academic programs in counseling and psychology that serve the community and public school system. The graduate program is designed to prepare people for careers in a variety of helping professions. Instruction is a major component of the academic mission of the department in the graduate programs. A committed faculty serves the programs through instruction, scholarly activity, and service aimed at providing high quality academic experiences for students. The department is strongly supportive of an environment that protects and promotes human welfare and equal opportunity. The department also serves the wider University Community, Upper Cumberland region, State, and Nation through research and public service.

Program Goals:

- PG 1: Maintain adequate faculty with appropriate expertise to deliver a quality program.
- PG 2: Maintain appropriate facilities and equipment to deliver a quality program and provide faculty with resources needed to succeed.
- PG 3: Maintain sufficient student enrollment at the graduate level to ensure the viability of the program and course offerings.

Student Learning Outcome:

SLO 1: Provide appropriate training to produce competent professionals in the concentrations we offer to meet State and national standards.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

PG 1: Maintain adequate faculty

1. Faculty credentials - One measure is that faculty credentials meet SACS/COC standards and standards appropriate for other accrediting agencies that evaluate our program (CAPE, CACREP).
2. Student Credit Hours (SCH) generated by psychology courses.
3. IDEA teaching evaluations - An indirect measure of student perceptions of teaching effectiveness is the IDEA system. We would expect teaching effectiveness to meet or exceed the University and National average if we had adequate faculty with appropriate expertise delivering a quality program.

4. Delaware Cost Study - A fourth measure of adequate faculty to maintain a quality program is based on analysis of Delaware Cost Study data involving comparisons educational expenditures per Student Credit Hour SCH in the department to national expenditures in similar programs. The Delaware Cost Study findings also provide a way to compare the research productivity of faculty as measured by the amount of external funding generated across faculty in the department in comparison to national data for similar departments.
5. External Evaluations of Graduate Programs - Our programs are externally reviewed by CAPE and CACREP for accreditation. These external reviews examine the detailed relationship between our courses and the professional standards in the fields our curriculums are designed to prepare students to pursue.

PG 2: Maintain appropriate facilities and equipment

1. Assessment of Facilities – There are a variety of means both internal and external to the department including the University evaluation of the condition of every building on campus and plans for maintenance and renovation on a regular schedule. Instructional Technology Services (ITS) sets minimum standards for computer equipment used by faculty and students at the University. Equipment that does not meet this minimum standard in the department is disconnected and replaced. The Departmental faculty are also encouraged to evaluate the facilities, available equipment, research and testing material and services, and identify needs. External program evaluations are also conducted approximately every four years.

PG 3: Maintain sufficient student enrollment

1. Number of majors
2. Number of graduate degrees

SLO 1: Produce competent professionals

1. Counselor Preparation Comprehensive Examination (CPCE) – Comprehensive exam by the Council for Accreditation of Counseling and other Education Professionals (CACREP) for professional counselors.
2. School Counseling Praxis Exam - ETS test that measures candidate's knowledge and professional practice in School Counseling.
3. Enrolled Graduate Student Survey – The survey is administered annually to all students in the Counseling & Psychology graduate program. Questions ask students to rate Instructor Effectiveness, Relevance of Courses, Clinical Experience, and Real-World Experience.

Results:

PG 1: Maintain adequate faculty

All faculty credentials for courses taught in this discipline have met SACS/COC standards. These results suggest we are using appropriately qualified instructors in our courses. Student evaluations of teaching in the program generally meet or exceed institutional and national averages when comparing the

students' progress on relevant course objectives. The mean student evaluation score for our graduate classes (6000 level and above) is 56 while the TTU average for graduate classes (6000 level and above) is 51.

External evaluations of the graduate programs have been positive and have led to both CAPE accreditation and CACREP accreditation. The Delaware Cost Study findings comparing the department to a similar national comparison group reveal insufficient support for the programs. The direct instructional expenditure per SCH is 48% of the national average as reflected in the most recent 2018 report. This expenditure is the lowest in the College of Education. Our interpretation of these findings is that faculty productivity is quite good, but that the University expenditures per SCH are well below the national average for similar programs and indicates that more faculty are needed.

PG 2: Maintain appropriate facilities and equipment

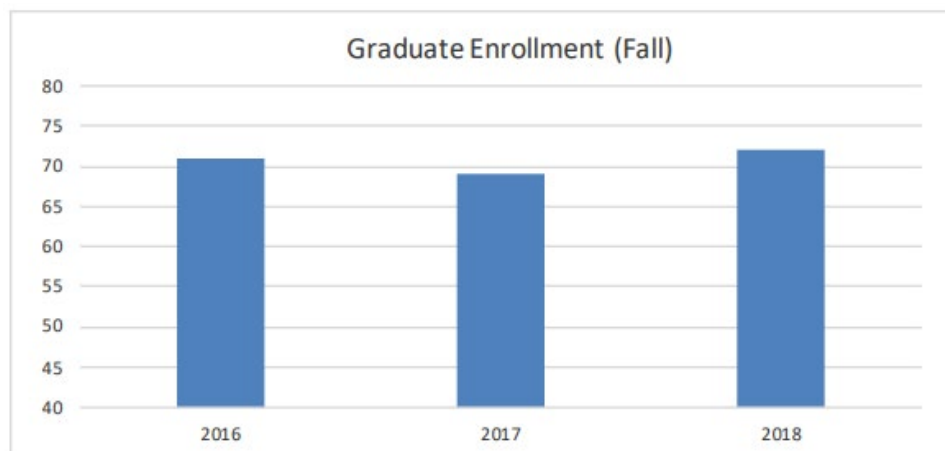
There have been reports this past year of high humidity and mold in faculty offices. This information has been shared with facilities but it is not clear that corrective action has been taken.

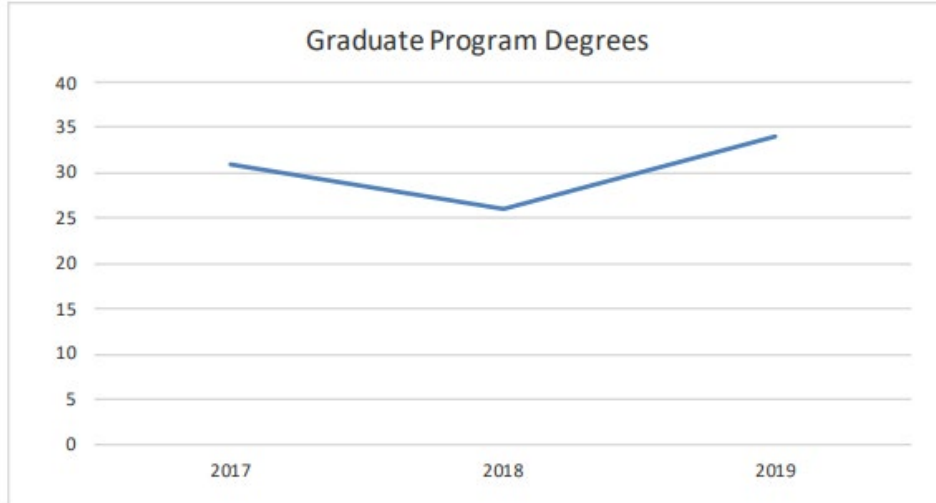
ITS routinely identifies computer systems every year that do not meet minimum specifications for the University that are housed in the department. Several faculty computers were upgraded. Currently all computers meet minimum specifications.

Department technology and travel needs are being met through a student fee on upper division psychology and graduate courses.

PG 3: Maintain sufficient student enrollment

The number of students enrolled in graduate studies in the department has fluctuated over the last five years, and can vary as a function of several factors including the availability of jobs for professionals in these fields, the State licensing requirements, the economy, and public school incentives for advanced degrees. The department's graduate program is one of the larger programs at the University but has seen declines in enrollment over the past 5 years. The implementation of a new Fast Track program for undergraduates and a new "careers in psychology" course seem to be having a positive effect. In addition, our alignment of all counseling programs with CACREP standards is attracting more student interest.





SLO 1: Produce competent professionals

The graduate program continues to meet all requirements for accreditation by CAPE and CACREP. In 2017, the counseling program received CACREP accreditation for 8 years.

Results from the CPCE exam indicate our students perform within 1 std dev of the national norm.

Counselor Preparation Comprehensive Exam (CPCE)

Year	TTU	National	Std. Dev.
2016-2017	77	85.67	14.07
2017-2018	89.9	87.13	16.79
2018-2019	80.8	84.72	11.24

CPCE Subscores (TTU—National)

Year	<u>Human Growth & Development</u>	<u>Social & Cultural Diversity</u>	<u>Counseling & Helping Relationships</u>	<u>Group Counseling & Group Work</u>
2016-2017	8--10.30	8.38--9.88	10.5--11.40	11.75--11.77
2017-2018	12.70--11.62	10.70--10.30	11.70--11.94	11.6--10.84
2018-2019	12.1--10.33	9.45--9.84	8.55--11.40	9.25--11.74

Year	<u>Career Development</u>	<u>Assessment & Testing</u>	<u>Research & Program Evaluation</u>
2016-2017	8.56--10.34	10.94--9.97	9.82--10.55
2017-2018	8.20--9.38	11.80--10.63	12.90--11.04
2018-2019	10.85--10.31	10.5--9.95	11.7--10.57

Results from the Tennessee Praxis exam for School Counseling indicate that 100% of our students have passed the licensing exam over the last two years. Results from the enrolled graduate student survey are very positive.

Praxis Exam – School Counseling

<u>Year</u>	<u>Number TTU Students Taking Exam</u>	<u>TTU Average Score</u>	<u>National Average</u>	<u>Qualifying Score</u>	<u>TTU Pass Rate</u>
2017-2018	7	177.4	168.9	156	100%
2018-2019	8	174.9	169	156	100%

Enrolled Graduate Student Survey (6-point scale)

<u>Year</u>		<u>Instructor Effectiveness</u>	<u>Relevance of Courses</u>	<u>Effective Clinical Skills</u>	<u>Real World Experience</u>	<u>Recommend to Others</u>	<u>Overall Excellence</u>
2017	Mean	5.67	5.36	5.60	5.53	5.53	5.50
	Std. Deviation	.478	.899	.604	.654	.506	.655
2019	Mean	5.07	5.14	5.00	5.05	5.24	5.33
	Std. Deviation	1.351	1.424	1.148	1.209	.932	.816
Total	Mean	5.35	5.24	5.27	5.27	5.37	5.41
	Std. Deviation	1.079	1.208	.982	1.015	.775	.746

Modifications for Improvement:

SLO 2: Produce competent professionals

A new instructor will be teaching COUN 6320 – Group Counseling. Due to the low CPCE scores in the Group Counseling & Group Work domain, he will be adding an additional assessment to provide students with practice and feedback on CPCE style questions.

Two courses were revised to align with CACREP standards.

1. COUN 6680 Crisis intervention and treatment planning was changed to Trauma, Grief, and Crisis Counseling.
2. COUN 7600 Psychopathology was changed to Diagnosis and Treatment

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

Program: School Psychologist (MA)	Alignment to Standards of the National Association of School Psychologists (NASP)				
	Data Based Decision Making	Consultation and Collaboration	Interventions and Instructional Support	Interventions and Mental Health Services	School Wide Practices to Promote Learning
Course & Assignment	2.1	2.2	2.3	2.4	2.5
Background Courses:					
PSY 4050 or PSY 5050 Learning and Cognition			X		
PSY 4100 or PSY 5100 Child Psychology			X		
PSY 4150 or PSY 5150 Psychology of Personality			X	X	
PSY 4200 or PSY 5200 Adolescent Psychology			X		
PSY 4250 or PSY 5250 Introduction to Psychological Testing	X			X	
Required Courses:					
COUN 6300 Introduction to Counseling; Foundations, Ethics, Legal Issues				X	
COUN 6320 Group Counseling				X	
COUN 6360 Counseling Theories and Techniques I				X	
COUN 6362 Counseling Theories and Techniques II				X	
COUN 6800 Practicum				X	
COUN 7600 Psychopathology OR				X	
PSY 5160 Abnormal Psychology				X	
EDPY 7200 Advanced Educational Psychology			X		X
EDPY 7730 Individual Testing	X				
EDPY 6310 Educational Statistics	X				
FOED 6920 Educational Research OR	X				
FOED 6930 Applying Psychological Research	X				

Program: School Psychologist (MA)	Alignment to Standards of the National Association of School Psychologists (NASP)				
	Preventive and Response Services	Family School Collaboration	Diversity in Development and Learning	Research and Program Evaluation	Legal, Ethical, and Professional Practice
Course & Assignment	2.6	2.7	2.8	2.9	2.10.
Background Courses:					
PSY 4050 or PSY 5050 Learning and Cognition					
PSY 4100 or PSY 5100 Child Psychology					
PSY 4150 or PSY 5150 Psychology of Personality					
PSY 4200 or PSY 5200 Adolescent Psychology					
PSY 4250 or PSY 5250 Introduction to Psychological Testing					X
Required Courses:					
COUN 6300 Introduction to Counseling; Foundations, Ethics, Legal Issues			X		X
COUN 6320 Group Counseling					
COUN 6360 Counseling Theories and Techniques I					
COUN 6362 Counseling Theories and Techniques II					
COUN 6800 Practicum					
COUN 7600 Psychopathology OR			X		
PSY 5160 Abnormal Psychology			X		
EDPY 7200 Advanced Educational Psychology					
EDPY 7730 Individual Testing					
EDPY 6310 Educational Statistics				X	
FOED 6920 Educational Research OR				X	
FOED 6930 Applying Psychological Research				X	