



Final Annual Report

Tennessee Tech University

President

Provost

College of Education

Counseling and Psychology

Counseling and Psychology MS



Mission Grad program Counseling and Psychology

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Mission/Vision/Goal Statement

The Department of Counseling and Psychology has the primary mission of offering strong academic programs in psychology and the preparation of helping professionals that serve the community and public school system. At the graduate level, concentrations are offered in educational psychology, school psychology, school counseling, agency counseling, mental health counseling, and case management/supervision. 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 Goal 1

Define Goal

Maintain adequate faculty with appropriate expertise to deliver a quality program.

Intended Outcomes / Objectives



Program Goal 2



Define Goal

Maintain appropriate facilities and equipment to deliver a quality program and provide faculty with resources needed to succeed.

Intended Outcomes / Objectives

Program Goal 3

Define Goal

Maintain sufficient student enrollment at the undergraduate and graduate level to insure the viability of the program and course offerings.

Intended Outcomes / Objectives

Program Goal 4

Define Goal

Provide appropriate training to produce competent professionals in the concentrations we offer to meet State and national standards. These standards are described in detail on our website and involve a complex matrix of skills that is over 30 pages. https://www.tntech.edu/files/cp/Standards_Conceptual_Framework_Alignment_Table.pdf

Intended Outcomes / Objectives

Program Goal 1: Assessment

Goal/ Outcome/ Objective: Maintain adequate faculty with appropriate expertise to deliver a quality program.

Type of Tool: National Accrediting Agency Requirements and Standards, Survey

Rationale Assessments

Several types of assessment measures are used to evaluate this goal. One measure is that faculty credentials meet SACS/COC standards and standards appropriate for other accrediting agencies that evaluate our program (CAPE, CACREP). A second measure of adequate faculty is based on the indirect measure of student perceptions



of teaching effectiveness using 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. A third measure of adequate faculty to maintain a quality program is based on analysis of Delaware Cost Study data involving comparisons of 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.

Frequency of Assessment: Annually

Program Goal 2: Assessment

Goal/ Outcome/ Objective: Maintain appropriate facilities and equipment to deliver a quality program and provide faculty with resources needed to succeed.

Type of Tool: Needs Assessment, Other

Rationale

The assessment of this goal occurs by a variety of means both internal and external to the department. For example, the University evaluates the condition of every building on campus and plans for maintenance and renovation on a regular schedule. Instructional Technology Services (ITS) at TTU 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 every four to five years and evaluate the adequacy of the facilities and equipment for programs offered.

Frequency of Assessment: Quarterly

Program Goal 3: Assessment

Goal/ Outcome/ Objective: Maintain sufficient student enrollment at the undergraduate and graduate level to insure the viability of the program and course offerings.

Type of Tool: FTE Enrollment, Graduation Rate

Rationale

Two direct measures of student enrollment are used to evaluate this goal. These include the number of majors (undergraduate and graduate) and the number of Student Credit Hours (SCH) generated by psychology courses.

Frequency of Assessment: Annually



Program Goal 4: Assessment

Goal/ Outcome/ Objective: Provide appropriate training to produce competent professionals in the concentrations we offer to meet State and national standards.

Type of Tool: Exit Exam, Focus Group, National Accrediting Agency Requirements and Standards, Survey

Rationale

A variety of assessments are used to evaluate the competence of our professional preparation at the graduate level. These include direct and indirect measures of student learning performance. Direct measures of competence include the Counselor Preparation Comprehensive Examination (CPCE), the School Psychology Praxis Exam, and the School Counseling Praxis Exam. Students take the relevant exams for their concentrations.

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. Our alumni board also regularly evaluates our programs and provides feedback about the relevance of curriculum emphasis, and makes suggestions about program modifications that will strengthen the program relative to current needs in the field. Students completing internships have their professional skills evaluated by site supervisors. Site supervisors use a rubric corresponding to licensure standards. Students also complete an evaluation of internship and field experience sites (Data is confidential). Students also complete a survey every year to evaluate their experiences in the program. The survey provides an indirect assessment of the effectiveness of program for preparing competent professionals.

Frequency of Assessment: Following each semester

Program Goal 1: Results

Goal/Objective/Outcome Number: 1

Results

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 a fraction of the national average and this percentage shows a downward trend. 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. Information provided to the department in 2015 indicated the department receives 41% of the national average expenditure per SCH for similar programs.

Attachments

No items to display.

**Program Goal 2: Results**

Goal/Objective/Outcome Number: Program Goal 2

Results

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. Currently all computers meet minimum specifications. This year the University acquired an institutional license for Qualtrics survey tools that is widely used in the department by faculty and students.

The new budget model and associated reductions in department financial resources are projected to negatively impact the department's ability to maintain technology and other teaching and research capabilities going forward.

Attachments

No items to display.



Program Goal 3: Results

Goal/Objective/Outcome Number: Program Goal 3

Results

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 are expected to have a positive impact on graduate enrollment going forward.

Attachments

No items to display.



Program Goal 4: Results

Goal/Objective/Outcome Number: Provide appropriate training to produce competent professionals in the concentrations we offer to meet State and national standards.

Results

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 Tennessee Praxis exam for School Counseling and School Psychology 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 and show slight increases in several areas.

Attachments

No items to display.