



Counseling and Psychology MS

Mission Grad program Counseling and Psychology

Start: 07/01/2017

End: 06/30/2018

Progress:

Reporting Year:

Providing Department: Counseling and Psychology MS

Department/Unit 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 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.tnitech.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

Frequency of Assessment: Annually

Assessment Methods:

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 is 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 to national data for similar departments.



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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

Frequency of Assessment: Quarterly

Assessment Methods:

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.

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

Frequency of Assessment: Annually

Assessment Methods:

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.

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

Frequency of Assessment: Following each semester

Assessment Methods:

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 and indirect assessment of the effectiveness of program for preparing competent professionals.

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 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 n



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Attachments: Attached Files

[Delaware Cost Study Education.pdf](#)

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:

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: Attached Files

[Grad degrees.pdf](#)

[Grad Enrollment.pdf](#)

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 given we file appropriate yearly updates.

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: