**Institutional Effectiveness**

**2020-2021**

**Program:** Counseling and Psychology MA

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

**Contact:** Stephanie Kazanas

**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 (CAEP, 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 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 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 CAEP 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

*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 exceed IDEA averages across all four major outcomes and Fall 2020, Spring 2021, and Summer 2021 semesters.

| Overall Outcomes | Fall 2020 (Unit--IDEA Averages) | Spring 2021 (Unit-IDEA Averages) | Summer 2021 (Unit-Idea Averages) |
|---|---|---|---|
| Progress on Relevant Objectives | 4.2--4.1 | 4.3--4.1 | 4.5--4.1 |
| Excellence of Teacher | 4.6--4.3 | 4.7--4.3 | 4.7--4.3 |
| Excellence of Course | 4.6--4.2 | 4.6--4.2 | 4.6--4.2 |
| Summary Evaluation | 4.4--4.2 | 4.5--4.2 | 4.6--4.2 |

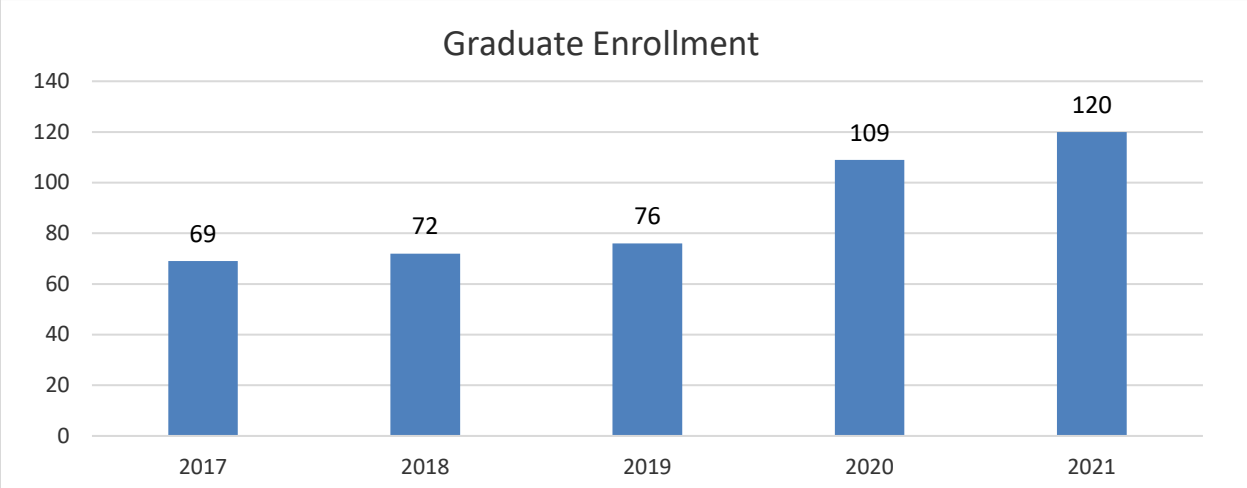
In addition, external evaluations of the graduate programs have been positive and have led to both CAEP accreditation and CACREP accreditation.

*PG 2: Maintain appropriate facilities and equipment*

COVID-19 continued to impact the university during the Fall and Spring semesters. To maintain the quality of online instruction, faculty continued to use the Zoom and/or Teams platforms for their courses. These platforms allowed for additional student engagement in courses and office hours. Faculty meeting on campus utilized Kaltura recording software; those classrooms were modified for additional social distancing (e.g., any extra chairs or tables were removed, so students and faculty could maintain an appropriate distance). As faculty began migrating back to campus, we added HEPA air cleaners to their offices and classrooms; we've purchased new replacement filters for the current year, as well.

*PG 3: Maintain sufficient student enrollment*

The number of students enrolled in graduate studies in the department has been gradually increasing over the last four years. This increase is associated with changes we made including: The implementation of a new Fast Track program for undergraduates; a new "careers in psychology" course; and strategically maximizing our enrollment across the graduate programs, all maintaining CACREP standards. Enrollment in the counseling programs has reached capacity until more licensed counseling faculty are brought onboard.



*SLO 2: Produce competent professionals*

The graduate program continues to meet all requirements for accreditation by CAEP and CACREP.

Results from both the CPCE and PRAXIS indicate our students perform well and the average is easily within 1 SD of national means. In many cases, our students exceed these national averages; this was true for CPCE subscores including those covering Social & Cultural Diversity, Counseling & Helping Relationships, and Research & Program Evaluation, as well as the PRAXIS overall score.

Our annual, external advisory board also continues to be very complimentary of the program and our graduates who are in high demand.

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 |
| 2019-2020 | 86.3 | 81.38 | 14.73 |
| 2020-2021 | 84.47 | 85.34 | 9.57 |

CPCE Subscores (TTU-National)

| Year | Human Growth & Development | Social & Cultural Diversity | Counseling & Helping Relationships | Group Counseling & Group Work |
|---|---|---|---|---|
| 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 |
| 2019-2020 | 11.4--11.46 | 12.1--10.00 | 11.35--9.41 | 12--11.29 |
| 2020-2021 | 8.67—9.84 | 9.47—9.43 | 10.67--10.40 | 12.07—12.29 |

| Year | Career Development | Assessment & Testing | Research & Program Evaluation |
|---|---|---|---|
| 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 |
| 2019-2020 | 9.1--9.92 | 8.3--8.97 | 10.75--9.59 |
| 2020-2021 | 9.87—10.8 | 9.53—9.69 | 11.07-10.62 |

PRAXIS Exam – School Counseling

| Year | Number TTU Students Taking Exam | TTU Average Score | National Average | Qualifying Score | TTU Pass Rate |
|---|---|---|---|---|---|
| 2017-2018 | 7 | 177.4 | 168.9 | 156 | 100% |
| 2018-2019 | 8 | 174.9 | 169 | 156 | 100% |
| 2019-2020 | 5 | 173.2 | 169.7 | 156 | 100% |
| 2020-2021 | 3 | 177 | 168.62 | 156 | 100% |

Results from our enrolled graduate student survey continue to be very positive and show small annual increases in all of the areas we measure (on a 6-point scale, from 1, strongly disagree to 6, strongly agree).

| Year | | Instructor Effectiveness | Relevance of Courses | Effective Clinical Skills | Real World Experience | Recommend to Others | Overall Excellence |
|---|---|---|---|---|---|---|---|
| 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 |
| 2021 | Mean | 5.57 | 5.43 | 5.24 | 5.30 | 5.46 | 5.35 |
| | Std. Deviation | .89 | .91 | 1.04 | .94 | 1.03 | 1.12 |

**Modifications for Improvement:**

PG 3 & SLO 1: Two years ago, we were approved to offer a combined 60-hour MA in Clinical Mental Health Counseling + 18-hour EdS in School Counseling. Since implementing this dual-licensure program, we've observed increases in enrollment. Of equal importance, students in this dual-licensure program are better able to serve their communities with this additional training.

Students in the MA program continue to be excellent job candidates; we're also encouraged by the number of students who continue their training from the MA into our new PhD program in Counseling and Supervision.

SLO2: COUN 6320 was taught by a new faculty member in Spring 2021. Additional assessment implementing in Spring 2020 were carried forward with the new faculty member. Scores on the CPCE Group Counseling & Group Work Domain were just below the national average. We will continue to evaluate student progress in this domain as the additional assessments continue to be implemented.

**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 | |