

Austin Peay State University

M.S. in Counseling Program 2020 – 2021 Annual Report

2020-2021 Admissions

Admitted and Enrolled: 25

Average Undergrad GPA: 3.314

Average GREV: _

Average GREQ: _

Total Enrollment (Fall 2020)

CMHC: 23

SC: 16

NDS: 3

TOTAL: 42

Spring 2021 Exit & Licensing Exam Pass Rate

CPCE Exit Exam*: 80% (8/10)

PRAXIS II (SC): 100% (7/7)

NCE** (CMHC): N/A

* CMHC students, first attempt.

** SC students, first attempt

*** CMHC students take this licensing exam post-graduation.

2020-2021 Graduation Rate

CMHC: 9

SC: 7

Total: 16

Employment Rate

CMHC: 78% (7/9)

SC: 100% (7/7)

Completion Rate (in 2-2.5 years)

CMHC: 70% (7/10)

SC: 100% (7/7)

*Fall 2020 thru Summer 2021

Student Demographics (2020 cohort: based on 17 survey responses)

Gender Identity:

Woman: 82.4% (14/17)

Man: 11.8% (2/17)

Not Reported: 5.9% (1/17)

Disability Status:

Yes: 23.5% (4/17)

No: 70.6% (12/17)

Not Reported: 5.9% (1/17)

Family Educational History:

No parental college: 35.3% (6/17)

Some parental college: 23.5% (4/17)

Parental bachelor's degree: 41.2% (7/17)

Parental advanced degree: 0%

Not Reported: 0

Race:

Asian: 0

Black or African American: 5.9% (1/17)

Hispanic or Latino/a/x: 17.6% (3/17)

Native Hawaiian or Other Pacific Islander: 0

Native American or Alaska Native: 0

White: 58.8% (10/17)

Biracial: 17.6% (3/17)

Not Reported: 0

Military Affiliation:

Currently serving: 0

Previously served: 11.8% (2/17)

Family of current military member: 5.9% (1/17)

Family of previous military member: 11.8% (2/17)

No military affiliation: 64.7% (11/17)

Not Reported: 5.9% (1/17)

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2020-2021 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 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 *Human Growth and Development*, and *Diagnosis and Psychopathology*.

1. Human Growth and Development (KLOA 4):

Students will demonstrate knowledge and application of human growth and development; as well as related contextual dimensions, to the practice of professional counseling (CACREP 2.F.3)

Outcome Measure 1:

Students in the M.S. in Counseling program enrolled in *COUN 5110: Lifespan Development* will demonstrate competency through their ability to apply their knowledge of human development and related theories. This competency will be measured by completing a "Autobiographical Development Project" assignment in which students evaluate their own developmental processes using the knowledge and theories related to human growth and development. Students will demonstrate competency by completing the assignment and earning a score of 80/100 (80%) or better as evaluated using the Autobiographical Development Project Assessment Rubric. A score of 80 or better on the Autobiographical Development Project, as measured by the rubric, indicates that students have developed the knowledge and skills necessary to apply developmental theories to their work with clients.

Results: Twenty second-year counseling students completed the Autobiographical Development Project during the 2020-2021 SLO period. The mean score for APSU students is 93%. Of the 20 students who completed the assignment, 19 out of the 20 students earned a score of 80% or better.

Reflective Analysis: These results indicate that students were able to develop the skills and knowledge related to theories of individual and family development and transitions across the lifespan as well as systemic and environmental factors that affect human development. The students were able to apply the knowledge gained in the course to conceptualize various developmental periods and significant factors impacting growth and well-being. Students scored

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highest on the section relating to the identification of fundamental aspects of development and slightly lower on application of theory and analysis.

Outcome Measure #2:

Students in the M.S. in Counseling program will demonstrate competency in the area of human growth and development 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 2020-2021 SLO period will take the CPCE during the Fall of 2020 or Spring of 2021. Score requirements for students completing the CPCE during Summer of 2021 were as follows: National mean was 9.52 and National standard deviation was 2.455, meaning our students needed to score at least a 7.07 on this subscale in order to demonstrate competency in this area.

Results: Eight second-year counseling students took the Counselor Preparation Comprehensive Exam (CPCE) during the 2020-2021 SLO period. The mean score for APSU students on the Research and Program Evaluation subscale was 8.78 with a Standard Deviation (SD) of 2.77. Of the eight students who completed the CPCE during the 2019-2020 SLO period, 6 out of the 8 students earned a score no more than one standard deviation below the mean, with 3 scoring above the National mean.

Reflective Analysis: These results indicate that 6 out of 8 (75%) of the students were able to demonstrate competence related to human growth and development and 3 out of 8 (38%) performed very well on this measure of competency. However, 2 out of 8 (25%) of the students evaluated during this assessment cycle did not meet the standards of competency. 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 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.

Actions for Improvement: Based on the results of the assessment, teaching methods related to application and analysis need to be evaluated and revised. This course is currently offered online and Powerpoints are provided to cover the material. Including more targeted and application-based discussion questions may help to support student growth in these areas.

2. Diagnosis and Psychopathology (KLOA 10):

Students will demonstrate knowledge and application of culturally, situationally, and developmentally appropriate diagnosis practices; including the etiology, nomenclature, and treatment, of emotional and mental disorders (CACREP 2.F.8; CACREP 5.C)

Outcome Measure #1:

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Students in the M.S. in Counseling program enrolled in *COUN 5080: Diagnosis and Psychopathology* will demonstrate competency through their ability to analyze and evaluate information related to diagnosis. This competency will be measured using a final exam allowing students to create full diagnoses for 6 vignettes. Students will demonstrate competency by earning scores of at least 24/30 (80%) on the final exam.

Results: Nine second-year counseling students completed the final exam during the 2020-2021 SLO period. The mean score for APSU students was 85.74%. Of the nine students who completed the final exam, seven students earned a final exam average of 80% or better.

Reflective Analysis: These results indicate that students were able to develop the skills and knowledge necessary to understand the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). Additionally, the students were able to understand the basic classifications, indications, and contraindications of commonly prescribed psychopharmacology medications. The students were able to provide comprehensive diagnostic impressions to six vignettes: contextual understanding, mental health concerns, medical conditions and contextual concerns, treatment planning, and referral.

Moreover, the students were able to apply the knowledge gained in the course to make informed decisions related to treatment planning, diagnosis, and medication management. Students exhibited the lowest scores on two vignettes that include cases of clients with some psychosis features. It will be beneficial to review the sample practice vignettes and teaching methods the instructor employed to cover the chapter on psychosis related concerns.

Actions for Improvement: Based on the results of the assessment, the article readings and practice vignettes for psychosis related disorders need to be evaluated and revised. The primary way of learning this section was through student led article discussion and small group activity. Including some selected videos describing the day-to-day life of people with psychosis disorders and engaging the class with more sample vignettes and real-life stories may facilitate student learning.

Outcome Measure #2:

Students in the M.S. in Counseling program enrolled in *COUN 5080: Diagnosis and Psychopathology* will demonstrate competency through their ability to discuss information related to diagnosis and treatment of mental health disorders. This competency will be measured using by completing a “Diagnostic Topic Paper” assignment in which students research and discuss diagnostic issues and treatment options for a clinical concern found in the DSM. Students will demonstrate competency by completing the assignment and earning a score of 11.2/14 (80%) or better as evaluated using the Diagnostic Topic Paper rubric. A score of 11.2 or better on the Diagnostic Topic Paper, as measured by the rubric, indicates that students have developed the knowledge and skills necessary to discuss diagnostic topics and treatment.

Results: Nine second-year counseling students completed the diagnostic paper assignment during the 2020-2021 SLO period. The mean score for APSU students was 88.89%. Of the nine students who completed this project, seven students earned an average of 80% or better.

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Reflective Analysis: These results indicate that students were able to produce a scholarly summary of diagnosis issues and treatment options for a clinical concern found in the DSM. Students were able to provide relevant diagnosis information for adults with the concern, as well as for children and adolescents. Seven of the nine students provided a thorough diagnostic summary by following the APA 7th edition rules and standards of professional writing in their paper, but the remaining two students did not meet the expectation of a graduate level professional writing. Including a sample paper to demonstrate proper use of APA rules and standards would benefit future students.

Actions for Improvement: Based on the results of the diagnostic paper project, it would be beneficial to include a sample diagnostic paper with proper APA professional writing usages and citations. Also, it will be helpful to encourage students to submit their draft work and receive feedback from the course instructor on the content and presentation of their work.

Spring 2021 CPCE Exit Exam Scores

Eight (8) second year clinical mental health counseling students took the CPCE in April 2021. Additionally, two (2) other students took the CPCE independently during the 2020-2021 academic year. 80% (8/10) of the students passed the exam on their first attempt.

CONTENT AREA	APSU MEAN	APSU SD	NAT'L MEAN	NAT'L SD
C1. Professional Counseling Orientation & Ethical Practice	11.9	2.6	13.58	2.294
C2. Social & Cultural Diversity	9.8	2.1	9.96	2.566
C3. Human Growth and Development	9.1	2.7	9.52	2.455
C4. Career Development	9.4	2.5	11.21	2.486
C5. Counseling & Helping Relationships	10.0	2.8	10.41	2.596
C6. Group Counseling & Work	11.6	2.9	12.33	2.399
C7. Assessment & Testing	7.6	2.2	9.88	2.414
C8. Research & Program Evaluation	11.3	2.5	11.22	2.641
TOTAL	80.6	14.6	88.10	14.77

APSU Counseling Program students continue to do as well on most content areas of the exam. However, during this assessment period APSU students' mean score fell below the National mean on most content areas (subsections) of the exam. We noted an increased struggle for students who completed the majority of their time in the program in the midst of COVID-19 challenges. We are continuing to explore methods for teaching effectively across a variety of formats to best meet students' needs and promote safety. Additionally, we are introducing more planned study sessions to promote positive study habits as students prepare for this 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

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to the SLO initiatives for the 2020-2021 AY, the Counseling program faculty made few changes to the M.S. in Counseling Program in order to be responsive to ongoing demands related to COVID-19:

During fall 2020 and spring 2021, we were able to safely keep many courses in an on-ground format utilizing safety measures including required mask wearing, reduced classroom sizes to support social distancing, increased online components for on-ground courses to maximize in person elements of the class, alternate attendance options and relaxed attendance policy to support students and faculty who were exposed to illness or experiencing symptoms. We offered other courses in a synchronous online format to continue to allow for the live interactions while maintaining safety.

We also continued the shift of some courses from a 16-week format to an 8-week hybrid format. We have not yet been able to evaluate the efficacy of these courses in a typical semester and want to assess student success and satisfaction over time.

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 2020-2021 AY, we honored the following accomplishments:

Student Conferences and Presentations

- Counseling Student Conference Grant Recipients:
 - Chelsea Fair
 - Kiko Beard
- Chelsea Fair (Tennessee Counseling Association conference- Nov 2020)
 - 3rd place award in the Tennessee Counseling Association virtual graduate poster competition.

Student Leadership Positions:

- Cheyanne Looper: TLPCA Student Representative (2020-2021)
- Roxanne Hallisey: TLPCA Student Representative (2021-present)

Faculty Publications

- White, P.W., **Gibson, E.M.**, & **Fripp, J. A.** (in press). *Charting the Journey with a Community Approach*. In A.A. Asare & M.D. Thompson (Eds.), *(When) Will the Joy Come?: Black Womxn in the Ivory Tower*. University of Massachusetts Press.
- **Gibson, E.M.**, Certion, C.B., & Aldridge, L.D. (in press). *ASCA National Model*. In M.A. Graham & C. Edwards (Eds.), *Introduction to School Counseling*. Springer Publishing Company.
- Dickson, C., Foster, S., **Fripp, J. A.**, & **Gibson, E.M.** (in press). *Establishing a Culture of Prevention in Your Setting*. In B. Flamez & A.S. Lenz (Eds.), *Practical Approaches to Crisis and Trauma Counseling Settings: Prevention, Assessment, and Intervention*. Routledge.
- Cook Sandifer, M. I., **Gibson, E. M.**, & Brant-Rajahn, S. N. (in press). Anti-racist andragogy in school counselor education and training. *Dialogues in Social Justice: An Adult Education Journal*.

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- **Gibson, E.M., & Fripp, J. A.** (in press). Program practices for cultivating antiracist counselors. In K. Johnson, N. Sparkman-Key, A. Meca, & S. Tarver (Eds.), *Developing Anti-Racist Practices in the Helping Professions: Inclusive Theory, Pedagogy, and Application*. Palgrave MacMillan.
- **Fripp, J. A., & Adams, J.** (in press). *Enhancing the therapeutic alliance with African American clients: Using a critical race theoretical approach to navigate conversations about racism*. Submitted to *Journal of Multicultural Counseling and Development*.
- Coggins, K., Carnes-Holt, K. (2021). The efficacy of child-teacher relationship training as an early childhood mental health intervention in Head Start programs. *International Journal of Play Therapy, 30*(2), 112-124. <http://dx.doi.org.ezproxy.lib.apsu.edu/10.1037/pla0000154>
- Gibson, E. M. (2021, May). Creating a beloved community for our Black students. *SchoolRubric*, <https://www.schoolrubric.com/creating-a-beloved-community-for-our-black-students/>.
- **Gibson, E. M., Cook Sandifer, M. I., & Brant-Rajahn, S. N.** (2021, March). Cultivating social change and wellness for Black students. *Psychology in Motion*, <https://www.psychologyinmotionmagazine.com/magazine>.
- **Gibson, E. M., & Fripp, J. A., Moore, C. R., Shepard, D. L. & Campbell, S. M.** (2021). *More than talking the talk: Counselor educators as models of anti-racist work*. Southern Association for Counselor Education and Supervision. <http://www.saces.org/resources/Documents/Fall%202020%20Newsletter.pdf>
- **Sandifer, M. C., Gibson, E. M., & Brant-Rajahn, S. N.** (2021). WOKE: Advocacy for African American Students. In M. A. Rausch & L. L Gallo (Eds.), *Strengthening School Counselor and Practice for Important Populations and Difficult Topics* (pp. 19-40). IGI Global. <http://doi:10.4018/978-1-7998-7319-8.ch002>
- Avent, J., Wahesh, E., Barrow, M., & **Fripp, J. A.** (2021). Demographics, Stigma, and Religious Coping and Christian, African Americans' Help-Seeking. *Counseling and Values, 66*, 73-91.
- Pica, E., & **Fripp, J. A.** (2020). The impact of participating in a juvenile offender mentorship course on students' perceptions of the legal system and juvenile offenders. *Journal of Criminal Justice Education, 1-10*.

Faculty Presentations

- Gibson, E. M., & **Fripp, J. A.** (2021, October). *Good trouble for antiracist counseling professionals*. Association for Counselor Education and Supervision Conference (ACES), Atlanta, GA.
- **Gibson, E.M.,** Cook Sandifer, M. I., & Brant-Rajahn, S. (2021, July 11-14). *Move beyond awareness to action*. [Conference session]. American School Counselor Association Conference, Las Vegas, NV, United States. <https://www.ascaconferences.org/>
- **Gibson, E.M.,** Cook Sandifer, M. I., & Brant-Rajahn, S. (2021, July 11-14). *Train school counselors to advocate for Black students*. [Conference session]. American School Counselor Association Conference, Las Vegas, NV, United States. <https://www.ascaconferences.org/>
- **Gibson, E.M., & Fripp, J. A., & Moore, C. R.** (2021, June 5). *Cultural competency...have we arrived?* [Virtual conference session]. West Tennessee Counseling Association Conference, Virtual, TN, United States.

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- Coggins, K. *Engaging parents and caregivers in the counseling process*. Tennessee Licensed Professional Counselors Association Virtual Counseling and Therapy Summit, June 2021. (1 hour refereed presentation).
- Coggins, K. *Playing together: Family play therapy techniques*. Tennessee Licensed Professional Counselors Association Virtual Counseling and Therapy Summit, June 2021. (1 hour refereed presentation).
- Coggins, K. *Hot topics in play therapy*. Babb Center Lunch and Learn, Hendersonville, TN, May, 2021. (1-hour presentation).
- Brant-Rajahn, S., **Gibson, E.M.**, & Cook Sandifer, M. I. (2021, April 5-30). *Advocacy in action: Social justice for Black students*. [Virtual conference session]. American Counseling Association Conference, Virtual, United States.
- Lyle-Gonga, M., **Fripp, J.A.**, & Gonga, G. (2021, March). *Crisis management and self-care lunch and learn workshop*. [virtual conference session]. National Social Science Association Conference (NSSA).
- Lyle-Gonga, M., **Fripp, J.A.**, & Gonga, G. (2021, March). *Crisis management and self-care lunch and learn workshop*. [virtual conference session]. Teaching Academic Survival and Success Conference (TASS).
- Cook Sandifer, M. I., & **Gibson, E.M.** (2021, March 14-15). *Social justice change agents: Addressing retention of African American males* [Virtual conference session]. Evidenced Based School Counseling Conference, Virtual, United States. <https://www.ebscc.org/>
- **Gibson, E.M.**, & Fripp, J. A., Moore, C. R., & Shepard, D. L. (2020, November 7). *Cultural competency: A catch phrase or an embedded practice?* [Virtual conference session]. Tennessee Counseling Association Conference, Virtual, TN, United States.
- Carnes-Holt, K. & Coggins, K. *Child Teacher Relationship Training: Partnering with teachers using play therapy*. Association for Play Therapy, Palm Springs, CA, October, 2020. (3 hour refereed presentation – Cancelled due to COVID-19).
- Spearman, A., Fields, F., Davenport, D., **Gibson, E.M.**, Wallace, H., & Williams, L. (2020, October 5-6). *Creating a V.O.I.C.E. Voicing our initiative to create equity* [Virtual conference session]. Biennial Conference on Equity and Completion, Virtual, TN, United States.
- **Gibson, E.M.**, & Webb, T.E. (2020, September 10). *Counselor educators as revolutionary cultural mediators* [Virtual conference session]. American School Counselor Association School Counselor Educator Summer Camp, Virtual, United States.
- Fripp, J., & Coggins, K. *Re-Designing a multicultural counseling graduate course: Strategies to increase multicultural competence*. Tennessee Licensed Professional Counselors Association Virtual Counseling and Therapy Summit, August 2020. (1 hour refereed presentation).
- Kates, M.A., Coggins, K., Elmore, G.H., & Ruffin, T. *Clinical, lab, and field experiential course approaches and adaptations framed by COVID-19 Restrictions*. Austin Peay State University Pre-Semester Event, Clarksville, TN, August, 2020 (1-hour presentation).

Faculty Grants

- Hock, B., Coggins, K., **Gibson, E. M.**, Harris, K., Pica, E., & Ross, K. (2021-2022). *TRAC (Tracking Research and Career) Program: Improving equity, diversity and inclusion in research and careers*

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in Psychological Science (Student Engagement, Retention, and Success Grant 02118) [Grant]. Tennessee Board of Regents.

- Gibson, E. M. (Principal Investigator). (2020-2021). *Community, Collaboration, and Counseling* (Student Academic Success Initiative) [Grant]. Austin Peay State University.
- Knickmeyer, N., Brown, T., Culhane, S., **Gibson, E. M.**, Harris, K., Iyer, U., Ma, Y., Pica, E., Ring-Ramirez, M., Tims, D. (2020-2021). *Veteran Reconnect Grant: Focusing on Student Veterans Academic Success (Veteran Engagement and Training for Positive Adjustment, Leadership, and Success)* (Project No. 33201-11120) [Grant]. Tennessee Higher Education Commission.
- Lyle-Gonga, M., & **Fripp, J.A.** (2020-present). "Crisis management and self-care: Faculty and student intervention lunch and learn workshops. Student Academic Success Initiative at Austin Peay State University.

Faculty Awards:

- Dr. Eva Gibson; APSU Socrates Award for Excellence in Teaching (August 2021)
- Dr. Kim Coggins; TLPCA Counselor Educator of the Year (June 2021)
- Dr. Eva Gibson; American Counseling Association Southern Region Sapphire Award (April 2021)
- Dr. Jessica Fripp; ASERVIC's Bigg Pine Award (Best Research Article of the Year) in the *Counseling and Values Journal* (2021)

Faculty Promotions:

- Dr. Jessica Fripp; Associate Dean of the College of Behavioral Health Sciences (June 2021)
- Dr. Kim Coggins; Associate Dean of the College of Graduate Studies (August 2021)

Faculty Service positions:

- Dr. Eva Gibson; American School Counseling Association Board Member
- Dr. Eva Gibson; Dissertation committee: Cannon, H. N. (2021). *Teachers' perceptions of their preservice preparation to support students who have experienced trauma*
- Dr. Eva Gibson; Reviewer: *Professional School Counseling Journal*
- Dr. Eva Gibson; Mentor: American Counseling Association
- Dr. Eva Gibson; Publications Committee: American Counseling Association
- Dr. Eva Gibson; Black Male Experience Task Force: American Counseling Association
- Dr. Jessica Fripp; Reviewer: *Journal of Counseling and Development*
- Dr. Jessica Fripp; Reviewer: *Teaching and Counseling in Supervision*
- Dr. Kim Coggins; Research Committee co-chair: Association for Child and Adolescent Counseling
- Dr. Kim Coggins; Clarksville Regional Representative: Tennessee Licensed Professional Counselors Association

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SUMMARY

During the 2020-2021 academic year, the M.S. in Counseling Graduate Program at Austin Peay State University (APSU) enrolled 25 new students (CMHC = 14, SC = 9). The ethnic and gender composition of enrolling students continues to grow in diversity. The total enrollment for the Fall 2020 semester was 42 (CMHC = 23, SC = 16, NDS = 3).

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. Many of the students who enroll in the program are completing their program within a 2 to 2 ½ year timeframe, but we are experiencing more students choosing to utilize a 3- or 4-year pathway to better support work/life balance and student success. The majority of our graduates are employed in the counseling profession immediately or shortly after graduation.

The APSU Counseling Program faculty focused the Student Learning Outcomes (SLO) for the 2020-2021 academic year on the core content areas of *Human Growth and Development* and *Diagnosis and Psychopathology*. Overall, most students enrolled during the 2020-2021 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 2020-2021 academic year, 80% (8/10) of the students who took the CPCE exam passed the exam and 100% (7/7) of the students who took the PRAXIS exam passed the exam. We are continuing to look for ways to strengthen instruction related to these core areas in a variety of formats (face to face, hybrid, online, etc.) We are additionally initiating scheduled study times to support positive student study habits for the exams. Furthermore, study materials are provided for students in the student resource library.

The APSU M.S. in Counseling Program is maintaining CACREP accreditation and continues to have record numbers of new applicants and strong incoming cohorts. Our students and faculty demonstrate excellence in the classroom, community, and profession and we enjoyed celebrating many wins this past year. We are excited about the on-going growth of the program in size, quality, and rigor in the coming years.