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Wichita State University
Counseling Program Committee
Annual Report
Fall 2016-Summer 2017
Submitted March 7, 2017

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The Counseling Program Committee oversees the counseling program. This report covers academic year 2016-17. It provides the answers to the questions identified in the Rubrics for Reviewing the Work of Program Committees and ends with the recommendations that were made based upon its review work.

The Counseling Program Committee consists of Dr. Susan Bray, Dr. Jiaqi Li, and Dr. Joseph Mau, counseling program faculty and Dr. Jody Fiorini, CLES Department Head, who met monthly during Academic Year 2016-17. The primary foci of those meetings were on The primary foci of those meetings were on programmatic issues related to professional accreditation, new comprehensive exam process, and new course and advisement materials. The Counseling Program Committee is advised by the Counseling Program Advisory Council. The Advisory Council consists of six practitioners and three current students. During Academic Year 2016-17 the Advisory Council met once in spring of 2017. The primary foci of this meeting was to review the 2016-17 annual report. The Program Chair conferred with program faculty, the Department Head and Advisory Council members when necessary.

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Core Questions

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1. **Is the program overall effective in preparing candidates to meet the expected outcomes:**
   a. **Program Standards; and**
   b. **Unit Conceptual Framework Guiding Principles; and**
   c. **NCATE Knowledge standards (for education personnel program only)?**

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Assessment Outcomes

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Name of Assessment	Standard Assessed	Transition Point Where Used	Conceptual Framework/ Disposition	CAEP Knowledge	N (or score count)	% Pass
1a. Praxis test	1-10		PR, CTA, CKS, C	A.1.1	23	100%
2. School Guidance Project	2, 7	III	HDD, CTA, C, dc	A.2.2	22	100%
3. Practicum Evaluation	1-8	III	PR, HDD, CTA, CKS, T, C, dl, df	A.2.2	51	100%

4. Case Study	1, 3, 4, 8	III	PR, HDD, CTA, CKS	A.2.2	51	100%
5A. CESP 822: Assessment in Counseling,	5	III	CTA	A.1.3	22	100%
5B. CESP 810: Introduction to Educational Research	5	II	CKS	A.1.2	24	100%
5C. CESP 815: Career Development	6	III	CKS	A.1.4	22	100%
5D CESP 821 Multicultural Issues in Counseling	8	III	CKS	A.1.1		
7. Counseling Foundations Comprehensive Final	1	II	PR	A.1.1	33	100%

Note: The minimum percent of candidates passing assessments approved by the Unit Assessment Committee is 80%.

As shown in the table, counseling candidates' performance exceeds the 80% minimum pass rate on all assessments. The Counseling Program is doing well at preparing candidates to meet program standards, conceptual framework proficiencies, and the different types of NCATE/CAEP Knowledge. No changes need to made at this time.

2. **Is the program effective in preparing completers for state licensure exams (if required) in both total scores and the category scores?**

Praxis Category	N	Mean % correct	Related Standards
I. FOUNDATIONS: **Theory, introduction to the profession, Human Growth & Development, Ethical & legal issues**.	17	86.7%	1, 3, 5, 6, 7, 8
II. DELIVERY OF SERVICES **Application of individual, group, & career theory, etc & multiculturalism and diversity.**	17	79.5%	2, 4, 7, 8
III. MANAGEMENT **School counseling as part of the Educational system.**	17	76.7%	2, 6
IV. ACCOUNTABILITY **Assessment, program evaluation, data analysis**	17	75.0%	5

100% of students (N=23) who took the School Counseling Praxis II test during this reporting period passed the exam. All category scores were above the national mean. Conclusions from the reported data suggest that the Counseling Program is doing well at preparing candidates for the state licensure exam in both total scores and category scores.

3. **Are the assessments in Table 2 administered by faculty in every section and every semester the course is taught?**

All assessments in Table 2 administered by faculty in every section and every semester the course is taught. Program faculty meet regularly to monitor and ensure reliability and consistency of data submissions across all sections of courses. Adjunct lecturers are mentored to comply with required content and assessments.

4. **Has the program committee reviewed data provided by the following key constituents? If so, what was the source of the information (e.g., completer survey, alumni survey)?**
    a. **Program completers?**
    b. **Alumni?**
    c. **Employers?**

The data available for review and aggregated by program level is from the Exit survey conducted by the Graduate Office in 2017. Sixty-six (66) program completers filled out the survey. Results from this survey show that 77.3% of respondents were satisfied or very satisfied with their overall program; 62.1% were satisfied or very satisfied with the academic advising they received; and 78.8% were satisfied or very satisfied with the quality of instruction. We are hoping to have employer data available at the program level in 2018. Alumni survey responses are presented below:

Alumni Survey Questions:	N	% Agree/Strongly Agree
My program prepared me to understand counseling processes, theories, and models	9	88.9%
My program prepared me with the ability to effectively apply the basic skills of counseling	9	88.8%
My program helped me develop a strong sense of professional identity and commitment to the counseling profession.	9	88.8%
My program prepared me to recognize, assess and intervene in suicide risk situations.	9	44.4% (55.6% slightly agree)
My program adequately prepared me in the following 8 core content areas of counseling:		

#	Question	Strongly Agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree	Total Responses	Mean
1	human growth and development	1	6	2	0	0	0	9	5.10
2	social and cultural foundations of counseling	4	4	1	0	0	0	9	5.33
3	helping relationships	3	5	1	0	0	0	9	5.22
4	group counseling	3	3	3	0	0	0	9	5.00
5	career and lifestyle development	2	6	0	1	0	0	9	4.67
6	assessment instruments and methods	2	3	4	0	0	0	5	4.78
7	research and program evaluation	2	2	5	0	0	0	9	4.67
8	professional orientation and ethics	5	3	1	0	0	0	9	5.30

5. Is the program successful in preparing candidates for effective practice?

Findings from both praxis test, practicum evaluation (100% pass rate) and alumni surveys suggest that the counseling program is successful in preparing candidates for effective practice

6. How are data used by candidates and faculty to improve candidate performance? Have changes made by the Program Committee in prior years led to desired improvements?

Candidates are provided feedback on assessments listed above as well as additional assessments on a regular basis. Faculty examined the data to determine whether there were weaknesses in candidate performance in specific areas. The Program Advisory Council is apprised of candidate performance and asked for feedback each spring. All candidates have passed the Praxis Exam for the third year in a row. No curricular changes are anticipated at this time.

Changes Previously Identified	Effects of Changes	Additional Actions Needed	How should the data change as a result of action?
Table 2 assessments and rubrics have to be realigned with new CAEP standards in addition to KSDE standards	Assessments and rubrics now align with CAEP and KSDE	Table 2 assessments and rubrics must be aligned with CACREP standards	Data collected will more precisely inform all accreditors needs
Assessment instruments need to be evaluated for effectiveness.	Effectiveness of assessments and rubrics is ongoing	CACREP Self-study needs to be written	Data collected will be more precise. Program will adhere to national standards
Faculty Search in 2017/2018 academic year	A clinical director, Dr. Claudia Weese, has been hired to start in Fall 2018. The search for the open tenure-track position continues.	Successfully hire the tenure track faculty member	Advisement and teaching effectiveness scores will improve

7. What changes, if any, do data and/or information suggest for (a) the program, (b) the assessments and/or criteria/rubrics, and (c) operational elements—advisement, instruction, faculty, field/clinical placements, field/clinical supervision, record keeping, or resources?

This Core Question is considered three times, once for each of the following:

a. the program

Finding and Related Data	Problem or Area for Continuous Improvement?	Action Needed?	How should the data change as a result of action?
Overall Program satisfaction rates have declined Class sizes have been increasingly, allowing for less individualized attention.	The hiring of an advisor and recruitment retention specialist should increase satisfaction rates. The hiring of a clinical faculty member and a tenure-track faculty member will reduce class sizes.	Perform more frequent formative and summative evaluations of student satisfaction while in the program	Satisfaction scores will increase
Students enrollments are increasing	A combination of increased enrollment and decreased faculty have led to spreading faculty very thin	An advisor/retention specialist hire and a clinical faculty member hire.	Satisfaction scores will increase

b. the assessments and/or criteria/rubrics, and

Finding and Related Data	Problem or Area for Continuous Improvement?	Action Needed?	How should the data change as a result of action?
Internship Course format continues to develop.	Materials and assessments are under revision.	Effectiveness of materials and assessments will need to be evaluated	Internship evaluation data will be positive.

c. operational elements

Finding and Related Data	Problem or Area for Continuous Improvement?	Action Needed?	How should the data change as a result of action?
Academic Advising satisfaction rates have declined	A combination of increased enrollment and decreased faculty have spread faculty very thin. New hires will allow for additional one on one student attention. In addition, a new student orientation	Perform more frequent formative and summative evaluations of student satisfaction. Improve communication with students and identify areas of weakness regarding the	Satisfaction scores will increase

	and practicum/internship orientation will be added.	advisement process. Streamline advisement process	
Quality of teaching satisfaction rates have declined	A combination of increased enrollment and decreased faculty have led to hiring more adjuncts and spread faculty very thin. The hiring on one clinical and one tenure-track faculty will potentially increase teaching satisfaction.	Perform more frequent formative and summative evaluations of student satisfaction while in the program	Satisfaction scores will increase