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**Wichita State University**  
**Counseling Advisory Council Meeting Committee**  
**Annual Report**  
**Fall 2019-Summer 2020**

The Counseling Program Committee oversees the counseling program. This report covers academic year Fall 2019 – Summer 2020. 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 five faculty members and Department Head who met by e-mail and face-to-face during Academic Year 2019-2020. The primary foci of those meetings were on programmatic issues related to professional accreditation, program objectives, assessment data reports, and clinic. The Counseling Program Committee is advised by the Counseling Program Advisory Council. The Advisory Council consists of six faculty members, five practicing school counselors (four WSU graduates of the program), five practicing clinical mental health counselors (three graduates of the program), two staff, and three current students. During Academic Year 2019-20 the Advisory Council met once in the spring of 2021. The primary foci of this meeting were the review of program-specific and unit-level data, and determination of action steps to achieve continuous improvement.

## Core Questions

1. What does candidate performance data indicate in regard to how effectively the program is preparing candidates to meet prescribed outcomes?
  - a. Program Standards.
  - b. Unit Conceptual Framework Guiding Principles (for Professional Education programs only); and
  - c. CAEP standards ((for Professional Education programs only)?

### Assessment Outcomes

(refer to the alignment table for the list of assessments and alignment information)

Name of Assessment	Standards Assessed	Transition Point	Conceptual Framework Proficiency/ Disposition	CAEP / InTASC Standard	N (or score count)	% Pass <sup>1</sup>	% Pass w Remediation	% Fail	Area for Continuous Improvement? – Yes/No <sup>2</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
1. Praxis Test	1-8	IV	PR, CTA, CKS, C	A.1.1	10	100%	0%	0%	No	
2.School Guidance Project	2, 7	III	HDD, CTA, C, dc	A.2.2	21	100%	0%	0%	No	
3.Practicum Evaluation	1-8	III	PR, HDD, CTA, CKS, T, C, dl, df	A.2.2	7	86%	100%	0%	No	
4.Case Study	1, 3, 4, 8	III	PR, HDD, CTA, CKS	A.2.2	4	100%	0%	0%	No	
5a. CESP 822: Assessment in Counseling	5	III	CTA	A.1.3	12	100%	0%	0%	No	
5b. CLES 810: Research and Program Evaluation	5	II	CKS	A.1.2	31	97%	100%	0%	No	
5c. CESP 815: Career Development	5	III	CKS	A.1.4	16	100%	0%	0%	No	
5d. CESP 821 Multicultural Issues in Counseling	5	III	CKS	A.1.1	39	100%	0%	0%	No	
6. CESP 804 Foundations Final Exam	1	II	PR, dl	A.1.1	19	89%	100%	0%	No	

Notes:

1. The minimum percent of candidates passing assessments (pass + pass with remediation) approved by the Unit Assessment Committee is 80%.
2. All areas marked with “Yes” for continuous improvement must be addressed in the action plan under items 6 or 7. Item 6 pertains to previously identified actions for continuous improvement. Item 7 pertains to new actions.

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 CAEP Knowledge. No changes need to make at this time.

### 1. Content Exam: Counseling Praxis Test

Category	Mean % Correct	% of Candidates Above 25 <sup>th</sup> %	Area for Continuous Improvement? – Yes/No <sup>1</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
I. Foundations	79.2	80%	No	
II. Delivery of Services	80.5	100%	No	
III. Management	78.4	100%	No	
IV. Accountability	69.3	90%	No	

- All areas marked with “Yes” for continuous improvement must be addressed in the action plan under items 6 or 7. Item 6 pertains to previously identified actions for continuous improvement. Item 7 pertains to new actions.

### 2. Content Exam: CESP 949 School Counseling Internship – School Guidance Project

Mean Score	Range of Scores	Pass Rate <sup>1</sup>	Area for Continuous Improvement? – Yes/No <sup>2</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
Criteria A: 3.39	1-4	100%	No	
Criteria B: 3.75	1-4	100%	No	
Criteria C: 3.63	1-4	100%	No	
Criteria D: 3.56	1-4	100%	No	
Criteria E: 3.44	1-4	100%	No	

**Note:** Criteria A, B, and C respond to KSDE school counselor standard 2, and Criteria D and E respond to KSDE school counselor standard 7. A revised rubric for school guidance project will be used for spring 2021. Passing criteria: effective performance (3) or better on all traits.

- All areas marked with “Yes” for continuous improvement must be addressed in the action plan under items 6 or 7. Item 6 pertains to previously identified actions for continuous improvement. Item 7 pertains to new actions.

### 3. Content Exam: CESP 856 School Counseling Practicum – Practicum Evaluation

Category	Mean Score	Range of Scores	Pass Rate <sup>1</sup>	Area for Continuous Improvement? – Yes/No <sup>2</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
#1 Professionalism	3.71	1-4	86%	No	
#2 Historical foundations of school counseling	3.71	1-4	86%	No	
#3 Results based school counseling program	3.71	1-4	86%	No	
#4 Human growth and development	3.86	1-4	100%	No	
#5 Counseling theory and skills	3.86	1-4	100%	No	
#6 Ethical and legal issues	3.67	1-4	86%	No	
#7 Career development	3.86	1-4	100%	No	
#8 Teaming, consultation, & coordination	3.71	1-4	86%	No	
#9 Multiculturalism and social diversity	3.85	1-4	83%	No	

**Note:** A revised rubric for program evaluation will be used for spring 2021. Passing criteria: effective performance (3) or better on all traits.

- All areas marked with “Yes” for continuous improvement must be addressed in the action plan under items 6 or 7. Item 6 pertains to previously identified actions for continuous improvement. Item 7 pertains to new actions.

### 4. Content Exam: Total Scores - CESP 856 School Counseling Program Case Study

Mean Score	Range of Scores	Pass Rate <sup>1</sup>	Area for Continuous Improvement? – Yes/No <sup>2</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
2.67	1-3	100%	No	

**Note:** A revised rubric for case study will be used for spring 2021. Passing criteria: effective performance (3) or better on all traits.

Range scores: 1-4

**5a. Content Exam: Total Scores - CESP 822 Assessment in Counseling – Course Grade**

Mean Score	Range of Scores	Pass Rate <sup>1</sup>	Area for Continuous Improvement? – Yes/No <sup>2</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
2.67	0-3	100%	No	

**Note:** A revised rubric for course grade will be used for spring 2021. **Passing criteria:** effective performance (3) or better on all traits. **Range scores:** 1-4

- All areas marked with “Yes” for continuous improvement must be addressed in the action plan under items 6 or 7. Item 6 pertains to previously identified actions for continuous improvement. Item 7 pertains to new actions

**5b. Content Exam: Total Scores – CLES 810 Research Method and Program Evaluation**

Mean Score	Range of Scores	Pass Rate <sup>1</sup>	Area for Continuous Improvement? – Yes/No <sup>2</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
2.81	0-3	97%	No	

**Note:** A revised rubric for key assessment will be used for spring 2021. **Passing criteria:** effective performance (3) or better on all traits. **Range scores:** 1-4

Notes:

- The minimum percent of candidates passing assessments approved by the Unit Assessment Committee is 80%.
- All areas marked with “Yes” for continuous improvement must be addressed in the action plan under items 6 or 7. Item 6 pertains to previously identified actions for continuous improvement. Item 7 pertains to new actions.

**5c. Content Exam: Total Scores – CESP 815 Career Development**

Mean Score	Range of Scores	Pass Rate <sup>1</sup>	Area for Continuous Improvement? – Yes/No <sup>2</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
2.69	1-3	100%	No	

**Note:** A revised rubric for course grade will be used for spring 2021. **Passing criteria:** effective performance (3) or better on all traits. **Range scores:** 1-4

Notes:

- The minimum percent of candidates passing assessments approved by the Unit Assessment Committee is 80%.
- All areas marked with “Yes” for continuous improvement must be addressed in the action plan under items 6 or 7. Item 6 pertains to previously identified actions for continuous improvement. Item 7 pertains to new actions.

**5d. Content Exam: Total Scores – CESP 821 Multicultural Issues in Counseling**

Mean Score	Range of Scores	Pass Rate <sup>1</sup>	Area for Continuous Improvement? – Yes/No <sup>2</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
2.90	1-3	100%	No	

**Note:** A revised rubric for course grade will be used for spring 2021. **Passing criteria:** effective performance (3) or better on all traits. **Range scores:** 1-4

Notes:

- The minimum percent of candidates passing assessments approved by the Unit Assessment Committee is 80%.
- All areas marked with “Yes” for continuous improvement must be addressed in the action plan under items 6 or 7. Item 6 pertains to previously identified actions for continuous improvement. Item 7 pertains to new actions.

**6. Content Exam: Total Scores – CESP 804 Foundations of School Counseling – Comprehensive Exam**

Mean Score	Range of Scores	Pass Rate <sup>1</sup>	Area for Continuous Improvement? – Yes/No <sup>2</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
2.42	1-3	89%	No	

**Note:** A revised rubric for comprehensive exam will be used for spring 2021. **Passing criteria:** effective performance (3) or better on all traits. **Range scores:** 1-4

Notes:

- The minimum percent of candidates passing assessments approved by the Unit Assessment Committee is 80%.
- All areas marked with “Yes” for continuous improvement must be addressed in the action plan under items 6 or 7. Item 6 pertains to previously identified actions for continuous improvement. Item 7 pertains to new actions.

**2. Are the key assessments (e.g., Table 2) administered by faculty in every section and every semester the course is taught? Are key assessment data being fully reported by program faculty?**

Assessment	Fully administered and reported – Yes/No	If no, what is problem or area for improvement?	If action needed, please identify whether it will be addressed under item 6 or 7. <sup>1</sup>
#1 Praxis	Yes – by Tierney Mount	No	
#2 CESP 949 School Guidance Project	Yes – by Jason Li	No	
#3 CESP 856 Practicum Evaluation	Yes – by Jason Li	No	
#4 CESP 856 Case Study	Yes – by Jason Li	No	
#5a CESP 822 Counseling Assessment	Yes – by Jason Li	No	
#5b CESP 810 Counseling Research	Yes – by Jason Li	No	
#5c CESP 815 Career Development	Yes – by Jason Li	No	
#5d CESP 821 Multicultural Counseling	Yes – by Jason Li	No	
#6 CESP 804 Comprehensive Exam	Yes – by Jason Li	No	

Notes:

- Item 6 pertains to previously identified actions for continuous improvement. Item 7 pertains to new actions.

**3. Has the program committee reviewed data provided by the following key constituents?**

**a. Program completers?**

**b. Alumni?**

**c. Employers?**

**Based on these data, are actions necessary for continuous improvement?**

Survey	Key Findings <sup>1</sup>	Area(s) for Continuous Improvement – Yes/No <sup>2</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
Exit / Program Completer	<p>24 program completers completed the AY20 Exist Survey.</p> <ul style="list-style-type: none"> <li><b>Program Required Materials:</b> 100% reported that program provided materials on requirements</li> <li><b>Program Requirements:</b> 91.7% reported that faculty were well informed of program requirements.</li> <li><b>Accessibility of Faculty:</b> 100% reported that faculty were accessible</li> <li><b>Overall Satisfaction with Program:</b> 87.5% were satisfied/very satisfied.</li> <li><b>Overall Satisfaction with competent in major:</b> 83.3% were satisfied/very satisfied.</li> <li><b>83.3%</b> preferred evening courses</li> <li>25% prefer Tuesday/Thursday courses; 50% no preference; 12.5% prefer Monday/Wednesday</li> <li><b>91.7%</b> reported that classes were offered at convenient times</li> <li>100% reported that they completed the program timely</li> <li><b>Online Course:</b> 100% reported that they were enrolled in online courses for degree</li> <li><b>Faculty Feedback on Course Work:</b> 87.5% were satisfied/very satisfied with faculty on feedback of course work. ZERO was dissatisfied about faculty feedback</li> <li><b>Quality of Instruction:</b> 87.5% were satisfied/very satisfied with quality of instruction; 4.2% was dissatisfied about quality of instruction</li> </ul>	<p>Quality of Instruction</p> <p>Advising before enrollment</p>	6

	<ul style="list-style-type: none"> <li>Academic Advising: 58.3% reported that they receive academic advising before enrolling. 25% reported that they did not meet with advisor per semester, 45.8% reported that they met with advisor once per semester. 70.8% reported that advisor notified them of deadlines; 75% were satisfied or higher about academic advising. 8.3% were dissatisfied about advising</li> <li>83.3% reported usefulness of academic program for career.</li> <li>79.2% reported that they made plans for jobs after graduation</li> <li>100% reported that they found job related to degree program</li> <li>16.7% reported that they accepted job out of state</li> <li>17 of 24 completers reported that the mean of their annual salary is \$49,200</li> </ul>		
<b>Alumni</b>	<p>14 counseling alumni responded to this AY 20 survey (includes 4 SC students, 4 SC PP, 3 CMHC, and 3 Higher Ed). Below is a brief description of the survey:</p> <ul style="list-style-type: none"> <li>92.86% reported that the program prepared them to understand counseling process, theories, and models.</li> <li>100% reported that the program prepared them with the ability to effectively apply the basic skills of counseling</li> <li>100% reported that the program helped them develop a strong sense of professional identity and commitment</li> <li>100% reported that the program prepared them to recognize assess and intervene in suicide risk situations</li> <li>For eight core areas in the counseling, 92.86% reported the program adequately prepared them in Assessment, while 78.58% reported to be well prepared in Research and Program Evaluation</li> </ul>	Research and Program Evaluation	
<b>Employer</b>	<p>13 employers responded to this survey in 2020 employer survey.</p> <ul style="list-style-type: none"> <li>92.31% reported that counseling employees were well prepared</li> <li><b>Comments on the strengths of the counseling program:</b> diverse range of topics covered, practicum, assessment and analyzing concepts of shape decision-making, apply new skills, and ability to work with anyone.</li> <li><b>Areas to be strengthened:</b> teach the concept of treatment planning, promote confidence of skills and abilities and strength-based abilities in their own work performance. Managing work politics, more time in leadership practices with teachers and students.</li> </ul>	Areas to be strengthened	

## Notes:

- Items with 20% or more of responses below the neutral rating must be addressed, per UAC.
- All areas marked with “Yes” for continuous improvement must be addressed in the action plan under items 6 or 7. Item 6 pertains to previously identified actions for continuous improvement. Item 7 pertains to new actions.

**4. What changes in enrollment, if any, is the program experiencing in the last three academic years? What steps is the program taking to support recruitment and retention? Are additional program actions necessary?**

Program	Fall 2017		Fall 2018		Fall 2019		Difference (18/19)	
	Students	Credit Hours	Students	Credit Hours	Students	Credit Hours	Students	Credit Hours
Counseling	84	652	81	660	104	810	23	150

**Please note:** This year’s data report and last year’s data report show moderately different enrollments/credit hour counts for Fall 2018. The data reported above are from this year’s report.

**Summary and Discussion:**

Data for Fall 2019-Summer 2020 revealed that enrollment Counseling Programs is increasing, in spite of reduced funding and support for public education at all levels in the state of Kansas and pandemic. The Counseling programs increased 23 students and 150 credit hours.

Currently, the Counseling Program takes the following actions to support recruitment and retention:

- Meets with prospective students in person or by emails to share program information and answer questions; follows-up via email, as needed.
- Designed and now maintain the Counseling Program Website, which houses a plethora of information about the program, including advising tips, professional development opportunities and applied learned courses.
- Counseling faculty developed new tracks/courses to attract and help students design plans of study and licensure requirements.
- Faculty meet each semester to evaluate student success in the program.
- Collaborates with Counseling faculty and CLES staff to ensure that Counseling course requirements are consistently available to candidates and communicates with candidate in advance when courses won't be offered, while also offering appropriate substitutions.

**5. Based on available data, how effective is the program in recruiting and retaining a diverse candidate population? Are additional program actions necessary to improve diversity within the program?**

	Key Findings	Action Necessary for Continuous Improvement – Yes/No <sup>1</sup>	If yes, please identify whether action will be addressed under item 6 or 7.
<b>Gender</b>	-Female 89.2% (n=91) -Male 10.8% (n=11)	No	
<b>Race/Ethnicity</b>	-American Indian & Alaskan Native 1.0% (n=1) -Asian 1.0% (n=3) -Black 8.8% (n=9) -Hispanic 8.8% (n=9) -International students 2.0% (n=2) -Missing 3% (n=3) -White 73.5% (n=75) <i>Based on student self-report (N =102)</i>	Yes	
<b>Other (if available)</b>			

Notes:

1. All areas marked with “Yes” for continuous improvement must be addressed in the action plan under item 7.

The Counseling program makes continuous and systematic efforts to attract, enroll, and retain diverse students and to create and support an inclusive learning community using the following efforts:

- A holistic admission process is used by the faculty in consideration of admissions.
- The program does not use the Graduate Record Exam (GRE) as part of the admission process. Diverse students are often reluctant to apply to graduate programs that require the GRE. Instead, the program uses a dispositional requirement of academic readiness which is defined and measured by performance on Key Learning Objectives and minimum course grades in certain key courses.
- Faculty and staff attend recruitment fairs in local school districts and the communities to recruit diverse students.

**6. This item pertains to closing the loop on action items identified in previous annual reports. Have changes made by the Program Committee in the last 1-3 years led to desired improvements?**

Annual Report Year for Action Item	Actions Previously Identified	Intended Effect of Changes	Actual Effect of Changes	Additional Action Needed?
2018-2020	In AY 2018, Susan Bray was a lead faculty that	CACREP self-study was submitted in spring 2019	Self-study was submitted in spring 2019 and received comments on	Susan will coordinate the CACREP site visit.

	worked on CACREP self-study. Other counseling faculty (Jason Li, Joseph Mau, Philip Mullins, Claudia Weese) and Department Head Jody Fiorini participated in writing self-study.		revisions. The first and second addendums have been submitted to CACREP for review. The site visit was scheduled	
2018-2020	By AY 2021, the Counseling program's student population will be at least 30% ethnically diverse.	Using a holistic admission process and updating our website to attract diverse students. Engage in intentional recruitment and retention activities alongside the Unit in order to prepare and recommend for licensure more culturally, ethnically, and linguistically diverse counselor candidates	AY 2017-2018: 26.60% diverse students enrolled in the program.  AY 2018-2019: 29.3% diverse students enrolled in the program.  AY 2019- 2020: 26.5% diverse students enrolled in the program.	Program coordinator will continue to monitor these percentages.

**7. Based on the most current data addressed in questions 1-5, what new actions are planned to facilitate the program's continuous improvement? Do not need to repeat actions specified in Item 6.**

Information Source	Finding	Action Needed?	Intended Change in the Data
Exit / Program Completer Survey	Quality of Instruction	We were concerned that 4.2% were dissatisfied with the quality of instruction. We speculated that this dissatisfaction may be due to having to move all instruction online due to the pandemic. Also, we cannot distinguish adjunct instruction from faculty instruction in this report. Our student evaluation scores have all been good to very good. We decided to monitor the situation.	By AY 2021, we don't have less students who are dissatisfied about quality of instruction
Exit / Program Completer Survey	Advising before enrollment	Despite our recent efforts, academic advising scores continued to not improve. 53.5% reported they did not meet with an academic advisor prior to enrolling. We set a goal to increase academic advising satisfaction by AY2021. We also set a goal to increase technology accessibility in AY2021	By AY 2021, these items will have percentage scores above 80%:  Academic advising
Alumni Survey	Research and Program Evaluation	We plan to help our non-core faculty members to improve CLES 810 Research and Program Evaluation by revising the syllabus. We decided to continue to monitor the situation.	By AY 2021, these items will have percentage scores above 80%:  Students reported to be well prepared in Research and Program Evaluation
Employer Survey	Areas to be strengthened	Philip suggested that we add the books and related materials to clinical practicum. for example, Jongsma & Peterson (2014). <i>The complete adult psychotherapy treatment planner</i> . This was made to improve employer's satisfaction with graduates' treatment planning skills.	By AY 2021, employers would be satisfied with our students' competence in treatment planning

Demographic data	AY 2019- 2020: 26.5% diverse students enrolled in the program.	Continue to engage in intentional recruitment and retention activities alongside the Unit in order to prepare and recommend for licensure more culturally, ethnically, and linguistically diverse counselors.  We discussed monitoring FTE's in the future. The number of diverse students declined in AY 2020. We will continue efforts to increase diverse student enrollment to 30%.	By AY 2021, the Counseling program's student population will be at least 30% ethnically diverse.
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