Wichita State University
Counseling Advisory Council Meeting Committee
Annual Report
Fall 2020-Summer 2021

The Counseling Program Committee oversees the counseling program. This report covers academic year Fall 2020 – Summer 2021. 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 2020-2021. 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 2020-21 the Advisory Council met once in the spring of 2022. 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[1]	% Pass w Remediation	% Fail	Area for Continuous Improvement? – Yes/No[2]	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	18	100%	0%	0%	No	
2.School Guidance Project Fa'21	2, 7	III	HDD, CTA, C, dc	A.2.2	5	100%	0%	0%	No	
2.School Guidance Project (revised) SP/Su' 21	2, 7	III	HDD, CTA, C, dc	A.2.2	14	100%	0%	0%	No	
3.Practicum Evaluation	1-8	III	PR, HDD, CTA, CKS, T, C, dl, df	A.2.2	20	100%	0%	2%	No	
4.Case Study	1, 3, 4, 8	III	PR, HDD, CTA, CKS	A.2.2	18	100%	0%	0%	No	
5a. CESP 822: Assessment in Counseling	5	III	CTA	A.1.3	16	100%	0%	0%	No	
5b. CLES 810: Research and Program Evaluation	5	II	CKS	A.1.2	12	100%	0%	0%	No	
5c. CESP 815: Career Development	5	III	CKS	A.1.4	29	100%	0%	0%	No	
5d. CESP 821 Multicultural Issues in Counseling	5	III	CKS	A.1.1	62	97%	0%	3%	No	
6. CESP 804 Foundations Final Exam	1	II	PR, dl	A.1.1	23	86%	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 necessary at this time.

1. Content Exam: Counseling Praxis Test

Category	Mean % Correct	% of Candidates Above 25th%	Area for Continuous Improvement? – Yes/No[1]	If yes, please identify whether action will be addressed under item 6 or 7.
I. Foundations	81	94%	No	
II. Delivery of Services	79.2	100%	No	
III. Management	76.6	83%	No	
IV. Accountability	72.4	94%	No	

1. 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. A – Fall '20 - Content Exam: CESP 949 School Counseling Internship – School Guidance Project

Mean Score	Range of Scores	Pass Rate[1]	Area for Continuous Improvement? – Yes/No[2]	If yes, please identify whether action will be addressed under item 6 or 7.
Criteria A: 4	1-4	100%	No	
Criteria B: 4	1-4	100%	No	
Criteria C: 4	1-4	100%	No	
Criteria D: 4	1-4	100%	No	
Criteria E: 4	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 was used for spring 2021. Passing criteria: effective performance (3) or better on all traits.

1. 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. B – Spring/Summer '21 - Content Exam: CESP 949 School Counseling Internship – Revised School Guidance Project

Mean Score	Range of Scores	Pass Rate[1]	Area for Continuous Improvement? – Yes/No[2]	If yes, please identify whether action will be addressed under item 6 or 7.
Criteria A: 3.07	1-4	100%	No	
Criteria B: 3.07	1-4	100%	No	
Criteria C: 3.07	1-4	100%	No	
Criteria D: 3.36	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 was used for spring 2021. Passing criteria: effective performance (3) or better on all traits.

3. 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[1]	Area for Continuous Improvement? – Yes/No[2]	If yes, please identify whether action will be addressed under item 6 or 7.
#1 Professionalism	3.5	1-4	100%	No	
#2 Historical foundations of school counseling	3.45	1-4	100%	No	
#3 Results based school counseling program	3.45	1-4	100%	No	
#4 Human growth and development	3.45	1-4	100%	No	
#5 Counseling theory and skills	3.4	1-4	100%	No	

#6 Ethical and legal issues	3.4	1-4	100%	No	
#7 Career development	3.5	1-4	100%	No	
#8 Teaming, consultation, & coordination	3.4	1-4	100%	No	
#9 Multiculturalism and social diversity	3.45	1-4	100%	No	
Note: Passing criteria: effective performance (3) or better on all traits.					

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

Mean Score	Range of Scores	Pass Rate[1]	Area for Continuous Improvement? – Yes/No[2]	If yes, please identify whether action will be addressed under item 6 or 7.
3.89	1-4	100%	No	
Note: **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[1]	Area for Continuous Improvement? – Yes/No[2]	If yes, please identify whether action will be addressed under item 6 or 7.
3.94	1-4	100%	No	
Note: **Passing criteria:** effective performance (3) or better on all traits. **Range scores:** 1-4				

1. 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[1]	Area for Continuous Improvement? – Yes/No[2]	If yes, please identify whether action will be addressed under item 6 or 7.
4	1-4	100	No	
Note: **Passing criteria:** effective performance (3) or better on all traits. **Range scores:** 1-4				

Notes:
1. The minimum percent of candidates passing assessments 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.

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

Mean Score	Range of Scores	Pass Rate[1]	Area for Continuous Improvement? – Yes/No[2]	If yes, please identify whether action will be addressed under item 6 or 7.
3.9	1-3	100%	No	
Note: **Passing criteria:** effective performance (3) or better on all traits. **Range scores:** 1-4				

Notes:
1. The minimum percent of candidates passing assessments 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.

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

Mean Score	Range of Scores	Pass Rate[1]	Area for Continuous Improvement? – Yes/No[2]	If yes, please identify whether action will be addressed under item 6 or 7.
3.75	1-3	98.4%	No	
Note: **Passing criteria:** effective performance (3) or better on all traits. **Range scores:** 1-4				

Notes:
1. The minimum percent of candidates passing assessments 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.

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

Mean Score	Range of Scores	Pass Rate[1]	Area for Continuous Improvement? – Yes/No[2]	If yes, please identify whether action will be addressed under item 6 or 7.
3.39	1-3	86%	No	
Note: **Passing criteria:** effective performance (3) or better on all traits. **Range scores:** 1-4				

Notes:
1. The minimum percent of candidates passing assessments 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.

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.[1]
#1 Praxis	Yes – by Tierney Mount	No	
#2 CESP 949 School Guidance Project	Yes – by Philip Mullins	No	
#3 CESP 856 Practicum Evaluation	Yes – by Philip Mullins	No	
#4 CESP 856 Case Study	Yes – by Philip Mullins	No	
#5a CESP 822 Counseling Assessment	Yes – by Philip Mullins	No	
#5b CESP 810 Counseling Research	Yes – by Philip Mullins	No	
#5c CESP 815 Career Development	Yes – by Philip Mullins	No	
#5d CESP 821 Multicultural Counseling	Yes – by Philip Mullins	No	
#6 CESP 804 Comprehensive Exam	Yes – by Philip Mullins	No	

Notes:
1. 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[1]	Area(s) for Continuous Improvement – Yes/No[2]	If yes, please identify whether action will be addressed under item 6 or 7.
Exit / Program Completer	39 program completers completed the AY20 Exit Survey. • **Program Required Materials:** 97.4% reported that program provided materials on requirements • **Program Requirements:** 94.9% reported that faculty were well informed of program requirements. • **Accessibility of Faculty:** 94.9% reported that faculty were accessible • **Overall Satisfaction with Program:** 84.6% were satisfied/very satisfied. • **Overall Satisfaction with competent in major:** 89.7% were satisfied/very satisfied. • 87.2% preferred evening courses	Faculty Feedback on coursework Academic Advising	7

	• 20.5% prefer Tuesday/Thursday courses; 38.5% no preference; 15.4% prefer Monday/Wednesday • 97.4% reported that classes were offered at convenient times • 97.4% reported that they completed the program timely • **Online Course:** 100% reported that they were enrolled in online courses for degree • **Faculty Feedback on Course Work:** 82.1% were satisfied/very satisfied with faculty on feedback of course work. 7.7% were dissatisfied about faculty feedback • **Quality of Instruction:** 84.6% were satisfied/very satisfied with quality of instruction; 7.7% was dissatisfied about quality of instruction • **Academic Advising:** 66.7% reported that they receive academic advising before enrolling. 33.7% reported that they did not meet with advisor per semester, 92.2% reported that they met with advisor at least once per semester. 89.7% reported that advisor was informed on degree requirements and made them clear; 69.2% were satisfied or higher about academic advising. 15.4% were dissatisfied about advising • 87.2% reported usefulness of academic program for career. • 64.1% reported that they made plans for jobs after graduation • 96% reported that they found job related to degree program • 5.1% reported that they accepted job out of state • 27 of 39 completers reported that the mean of their annual salary is $44.250		
Alumni	• Only 5 former students completed this survey and responses were inconsistent so data was not complete enough to provide an accurate and thorough report.	Research and Program Evaluation	7
Employer	13 employers responded to this survey in 2020 employer survey. • 88.89% reported that counseling employees were well prepared • **Comments on the strengths of the counseling program**: Strong knowledge base applicable to work, many tools to be successful, resourceful with excellent skills, high level of support for students, prepares students to work with "all kinds of students and families" • **Areas to be strengthened**: Trauma informed work and more depth in specific theories, help students manage professional anxiety in varying areas as they approach graduation, further develop skills allowing for autonomous practice post-graduation	Areas to be strengthened	

Notes:
1. Items with 20% or more of responses below the neutral rating must be addressed, per UAC.
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.

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		Fall 2020		Difference (19/20)	
	Students	Credit Hours	Students	Credit Hours	Students	Credit Hours	Students	Credit Hours	Students	Credit Hours
Counseling	84	652	81	660	104	810	135	1053	31	243

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

Summary and Discussion:
Data for Fall 2020-Summer 2021 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 by 79 students and 150 credit hours.

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

- Meets with prospective students in person, via ZOOM, 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[1]	If yes, please identify whether action will be addressed under item 6 or 7.
Gender	-Female 84.7% (n=155) -Male 15.3% (n=28)	No	
Race/Ethnicity	-American Indian & Alaskan Native 1.6% (n=3) -Asian 5.5% (n=10) -African American 9.8% (n=18) -Latinx 8.7% (n=16) -Caucasian 74.3% (n=136) *Based on student self-report (N =183)*	Yes	
Other (if available)	-International students 1.1% (n=2)		

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?
2018-2021	In AY 2018, Susan Bray was a lead faculty that worked on CACREP	CACREP self-study was submitted in spring 2019	8 year accreditation obtained with no conditions as of Summer 2021	Continual evaluation for compliance to include, annual

	self-study. Other counseling faculty (Jason Li, Joseph Mau, Philip Mullins, Claudia Weese) and Department Head Jody Fiorini participated in writing self-study. Two addendums were submitted. Site visit was completed in Spring 2021.			CACREP program reports, and vital statistics survey These will be posted to the WSU Counseling web-page
2018-2021	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. AY 2020-2021: 25.7% 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 and faculty feedback	We were concerned that 7.7% were dissatisfied with the quality of instruction and faculty feedback. We speculated that this dissatisfaction may be due to a combination of factors such as more courses in mixed formats due to the pandemic, along with an increase in enrollment causing an increase course census per class (in many cases). Also, we cannot distinguish adjunct instruction from core faculty instruction in this report. Our student evaluation scores have all been good to very good. We decided to continue monitoring the situation. *One thing to note we had an increase in overall satisfaction with quality of feedback, but lower on amount of feedback.	By AY 2022, we aim to have fewer have less students who are dissatisfied about quality of instruction We have hired 2 additional faculty beginning the next academic year to help decrease advising load per faculty and increase individual advising attention
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 We managed to increase this number to 66.7% in AY 20-21 with 92.2% reporting having met with an advisor at least once per semester;	By AY 2022, these items will have percentage scores above 80%: Academic advising prior to enrollment Satisfaction with academic advising

		however, only 69.2% of respondents stated they were satisfied about their academic advising. We have set a goal to increase outreach to advisees to improve both our percentage of students who have completed advising prior to enrollment as well as overall satisfaction of advisement.	
Alumni Survey	Research and Program Evaluation	We had a low response rate on this survey that included inconsistent completion of items. Due to this, we were unable to provide an accurate and thorough report from this survey.	We are currently discussing a program alumni survey to help improve the response rate in this area.
Employer Survey	Areas to be strengthened	To address these areas, we have moved practicum into the WISE clinic where students have an opportunity to work through mid-program developmental processes and work through some professional anxieties with the direct support of faculty supervisors.	By AY 2022, employers would be more satisfied with how students manage some professional anxieties as they move toward autonomous practice.
Demographic data	AY 2020- 2021: 25.7% 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 increased overall enrollment significantly. Although our percentage of diverse students declined, we had more diverse students than prior academic years. We will continue to make efforts to increase diverse student enrollment.	By AY 2022, the Counseling program's student population will be at least 30% ethnically diverse.