



Program Review Self-Study Template

Academic unit: CLES

College: Education

Date of last review April 2011

Date of last accreditation report (if relevant) _____

List all degrees described in this report (add lines as necessary)

Degree: EdD in Educational Leadership CIP* code: 13.0401

Degree: EdS in School Psychology CIP code: 42.2805

Degree: MEd in Educational Leadership CIP code: 13.0401

Degree: MEd in Educational Psychology CIP code: 42.2806

Degree: MEd in Counseling CIP code: 13.1101

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)

Name	Signature
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<u>Joel Abaya, Assistant Professor of Educational Leadership</u>	_____
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<u>Catherine Bohn-Gettler, Associate Professor of Educational Psychology</u>	_____
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<u>Susan Bray, Assistant Professor of Counseling</u>	_____
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<u>Doris Burgert, Instructor, Educational Psychology</u>	_____
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<u>Craig Elliott, Senior Fellow of Educational Leadership</u>	_____
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<u>Eric Freeman, Assistant Professor of Educational Leadership</u>	_____
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<u>Randy Ellsworth, Professor of Educational Psychology</u>	_____
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<u>Ruth Hitchcock, Associate Professor of Counseling</u>	_____
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<u>Wei-Cheng Joseph Mau, Professor of Counseling</u>	_____
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<u>Nancy McKellar, Associate Professor of School Psychology</u>	_____
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<u>Jean Patterson, Professor of Educational Leadership</u>	_____
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<u>Marlene Schommer-Aikins, Professor of Educational Psychology</u>	_____
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<u>Patrick Terry, Senior Fellow of Educational Leadership</u>	_____
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<u>Susan Unruh, Assistant Professor of School Psychology</u>	_____
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Submitted by: _____
(name and title)

Date _____

In yellow highlighted areas,
data will be provided

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

- b. Program Mission (if more than one program, list each mission): The mission of CLES is to prepare skilled, scholarly, and socially responsible professionals in the disciplines of Counseling, Educational Leadership, Educational Psychology and School Psychology.
- c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs. Each of the graduate degree programs offered in the CLES department is designed to offer high quality educational opportunities that offer career and/or further educational advancement. Students who attain graduate degrees in CLES increase their earning potential and the nature of the programs contributes to the public good.
- d. Has the mission of the Program (s) changed since last review? Yes No
- i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The Departments of Educational Leadership (EL) and Counseling, Educational and School Psychology merged into a single department effective July 1, 2012. Faculty from both departments spent the 2011-12 academic year planning for the merger, which included developing a new vision and mission statement that encompassed the multiple disciplines now comprising the department. All programs emphasize inquiry, theory, and applied learning, which include clinical, practicum, and other field experiences.

- e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?
 Yes No

EdD in Educational Leadership: The EdD is a 55-hour professional doctoral program, with the majority of graduates pursuing careers in K-16 leadership; about 15% go into faculty positions in higher education. It is the only doctoral program in the College of Education. It is premised on a scholar-practitioner model where students theorize their experience and learn the inquiry process through field-based research. Completion of the program requires students to pass a written comprehensive exam, and to defend a research proposal and the final dissertation before a committee of 5 graduate faculty.

EdS in School Psychology: This post-Masters degree program prepares school psychologists who are able to provide psycho-educational services to students and their families as part of a school-based educational team. The degree is comprised of 39 hours of post-Masters degree coursework and includes a yearlong internship upon completion of the degree.

MEd in Educational Leadership: This 33- hour program prepares individuals for careers as principals, assistant principals, and other leadership roles in Kansas' schools. The integrated curriculum includes extensive practicum experience in schools supervised by an on-site mentor and a university faculty member.

MEd in Educational Psychology: Students can pursue a 36-hour non-thesis option or 32-hour thesis program in Educational Psychology. Many graduates of this program go on to the School Psychology Specialist degree program and others pursue doctoral degrees in Psychology. Educational Psychology

faculty also teach service courses for the undergraduate teacher education program in the Department of Curriculum & Instruction.

MEd in Counseling: This 46-hour program prepares candidates for careers counseling. Most pursue careers in school counseling, whereas others pursue careers in mental health counseling, such as working with children and adolescents in the community. Still others pursue careers in higher education. The counseling program offers training to become a registered play therapist as recognized by the Association for Play Therapy. Graduates can pursue licensure as licensed clinical professional counselors in Kansas or the other 48 states that license professional counselors.

2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1 2013	14	0	20	2	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	4	2	\$14,250
Year 2 2012	2	2	18	1	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	5	1	\$8,250
Year 3 2011	9	0	20	2	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	0	0

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

CLES Department

Table 1: Fiscal Year Summation of Student Credit Hour (SCH) Production

Course level:	Fiscal Year (summer-fall-spring sequence)										Rolling 5 FY average		
	2007	2008	2009	2010	2011	2012	2013	2007-2011	2008-2012	2009-2013	2007-2011	2008-2012	2009-2013
Total	4491	4711	4,878	5,000	4,458	4,052	4,638	4,708	4,620	4,605			
100-299	0	0	0	0	0	0	0	0	0	0			
300-499	866	829	1,110	1,195	1,128	953	911	1,026	1,043	1,059			
500-699	0	45	27	0	0	0	0	14	14	5			
700-799	1161	1000	1,035	1,252	1,056	796	1,058	1,101	1,028	1,039			
800-899	1797	2209	2,069	1,822	1,535	1,672	1,792	1,886	1,861	1,778			
900-999	667	628	637	731	739	631	877	680	673	723			

note: SCH of all enrolled department offerings summated by FY for each census day; in some cases department level SCH includes entire department offerings.

Table 4: Instructional FTE Employed on November 1st Census Day

Employee type:	Year of November Census Day					Rolling 5 year average						
	2006	2007	2008	2009	2010	2011	2012	2013	2006-2010	2007-2011	2008-2012	
Program total	n/a	n/a	17.9	16.2	14.3	16.6	19.9	n/a	n/a	n/a	n/a	17
Tenure eligible faculty	n/a	n/a	8.6	7.8	7.0	7.2	10.2	n/a	n/a	n/a	n/a	8
Non-tenure eligible faculty	n/a	n/a	1.8	3.0	3.0	4.0	4.0	n/a	n/a	n/a	n/a	3
Lecturers	n/a	n/a	6.2	4.9	3.8	4.8	5.3	n/a	n/a	n/a	n/a	5
GTA	n/a	n/a	0.5	0.5	0.5	0.5	0.5	n/a	n/a	n/a	n/a	1
Unclassified professional	n/a	n/a	0.8	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	0
Classified staff	n/a	n/a	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a	n/a	0
GSA, GRA, UG std	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0

note: majors include all active program matching majors among 4 possible major codes; other includes guest or non degree students; KBOR minima 25 UG, 20 GR masters and 5 GR doctoral.

Table 7: Degree Production by Fiscal Year

Degree level:	Fiscal Year (summer-fall-spring sequence)					Rolling 5 FY average					
	2007	2008	2009	2010	2011	2012	2013	2014	2007-2011	2008-2012	2009-2013
Total	47	49	52	61	55	39	49	53	53	50	50
EL Doctoral	4	6	2	6	11	6	2	6	6	6	5
School Psych EdS Post-masters	6	1	4	5	5	2	5	4	4	3	4
EL Masters	18	15	33	18	7	13	15	18	18	17	17
Ed Psych Masters	6	9	1	8	9	4	8	7	7	6	6
Counseling Masters	13	18	12	24	23	14	19	18	18	18	18

note: includes all active program matching majors among 4 possible major codes; KBOR minima 10 UG, 5 GR masters & 2 GR doctoral.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here: During the AY 2013, the CLES department had 13.5 FTE, with 6.5 tenured, 4 tenure eligible faculty, 3 instructors, and one vacant line. The Educational Leadership programs have 1 tenured/2 tenure eligible faculty members and 2 Senior Fellows who have no expectation for research. The tenured faculty member in EL also serves as Department Chair. The School Psychology program has 1 tenured/1 tenure eligible faculty members. The Educational Psychology program has 2.5 tenured faculty members (1 faculty member is on phased retirement and another faculty has resigned). The Counseling program has 2 tenured/1 tenure eligible faculty members and a new hire effective AY 2015. One tenured counseling faculty member is retiring in December 2014 and a search will be conducted to replace that individual. Now that two smaller departments have been combined into a larger one, there is a need to hire a full-time chair to manage the department's administrative responsibilities.

CLES faculty are productive scholars and regularly present their research at refereed conferences and publish in peer-reviewed journals, which is evidence of high quality scholarship. CLES faculty have expertise in theories and application of educational organizations, policy and politics, K-12 and post-secondary education leadership, learning and cognition, research methods (statistics, action research, and qualitative inquiry), school and mental health counseling, and play therapy.

Enrollments in the various programs have remained stable over the past 5 years, with the department graduating about 50 students each academic year. A review of course evaluations indicates students rate a majority of courses in the Very Good to High range. Faculty members with poor course evaluations are counseled on ways to improve. Students generally find the courses offered in the department to be rigorous and of value to their career goals.

The CLES department faculty underwent a strategic planning process during the 2013-14 academic year, with a focus on expanding programs and increasing enrollments. Concomitantly, the strategic plan incorporates opportunities to increase faculty and graduate student scholarship.

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

- For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. GPAs for students admitted to CLES degree programs tend to be slightly higher than the average WSU graduate student.

Mean GPA of Admitted Graduate Students	2011	2012	2013
University Level	3.5	3.5	3.5
Educational Leadership	3.7	3.7	3.7
School Psychology	3.7	3.9	3.6
Educational Psychology	3.5	3.7	3.7
Counseling	3.6	3.6	3.7

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

All programs in the Department of Counseling, Educational Leadership, Educational and School Psychology have an assessment plan for measuring student progress on learner outcomes (program standards). Data on these assessments are routinely collected and analyzed and used to determine if improvements are needed in the program. The results of annual reports are shared with each program's advisory council and changes are made accordingly.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

EdD in Educational Leadership

Learning Outcomes	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1. The doctoral candidate understands and applies inquiry processes necessary to help all students learn through a focus on problems of practice and human relations, and to contribute to the development of diverse learning organizations appropriate for the 21 st century.	1. Seminar Assessment 2. Comprehensive Exam	1. 100% of 7 rubric items rated Acceptable or minimum score of 14 2. 100% Acceptable ratings on 20 rubric items or a minimum score of 40	In the past three years (2011-2013) 100% of doctoral students passed these assessments.	Results indicate students are attaining the learning outcomes to the requirements of the program. 95% of students who pass these assessments go on to successfully complete a dissertation.
2. The doctoral candidate understands and applies foundational content knowledge in leadership, communication, organizational theory, diversity, communication and information technology integration, collaboration, decision-making, policy analysis, and research methodologies.	1. Field Study Assessment 2. Comprehensive Exam	1. 100% of 8 rubric items rated Acceptable, or a minimum composite score of 16 2. 100% Acceptable ratings on 20 rubric items or a minimum score of 40	In the past three years (2011-2013) 100% of doctoral students passed these assessments.	
3. The doctoral candidate works collaboratively and communicates effectively in multiple contexts with diverse groups.	1. Field Study Assessment 2. Comprehensive Exam Reflection	1. 100% Acceptable ratings on 8 rubric items, or a minimum composite score of 16	In the past three years (2011-2013) 100% of doctoral students passed these assessments.	

		2. 100% of 3 rubric items rated Acceptable or a minimum composite score of 6		
4. The doctoral candidate understands the potential appropriate/emerging technology creates for transforming learning and the learning environment; and multiple applications and integration of technology in school leadership, research, and communication.	1. Technology Assessment 2. Comprehensive Exam	1. 100% of 9 rubric items rated Acceptable or minimum composite score of 18 2. 100% Acceptable ratings on 20 rubric items or a minimum score of 40	In the past three years (2011-2013) 100% of doctoral students passed these assessments.	
5. The doctoral candidate reflects on his/her knowledge, its application to practice, and its ethical implications.	1. Reflection Rubric 2. Comprehensive Exam Reflection	1. 100% of 11 items rated Acceptable or a minimum composite score of 22 2. 100% of 3 rubric items rated Acceptable or a minimum composite score of 6	In the past three years (2011-2013) 100% of doctoral students passed these assessments.	
6. The doctoral candidate reflects on his/her beliefs, perceptions, and attitudes related to global and multicultural awareness, and demonstrates respect for diversity in personal and professional contexts.	1. Reflection Assessment 2. Comprehensive Exam Reflection	1. 100% of 11 rubric items rated Acceptable or a minimum composite score of 22 1. 100% of 3 items rated Acceptable or a minimum composite score of 6	In the past three years (2011-2013) 100% of doctoral students passed these assessments.	

MEd in Educational Leadership

Learning Outcomes (program standards)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1. The building level administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community.	1. Praxis II 2. Mentor Evaluation in EL 845 3. Field Research in EL 843	1. State Cut Score of 165 or better 2. Acceptable or Target rating on each of 14 criteria 3. Acceptable or Target rating on each of 8 criteria	In the past 3 years (2011-2013) 100% of the students have passed these assessments.	Results indicate students are attaining the learning outcomes to the requirements of the program. In the past 3 years (2011-2013), 100% of candidates have successfully completed the program.
2. The building level administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth.	1. Praxis II 2. Teacher Evaluation Program Development Including Individual Reflection 3. Mentor Evaluation in EL 845	1. State Cut Score of 165 or better 2. Acceptable or Target rating on each of 9 criteria 3. Acceptable or Target rating on each of 14 criteria	In the past 3 years (2011-2013) 100% of the students have passed these assessments	
3. The building level administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	1. Praxis II 2. Mentor Evaluation in EL 845 3. Leadership and Organizational Analysis Project and Reflection	1. State Cut Score of 165 or better 2. Acceptable or Target rating on each of 14 criteria 3. Acceptable or Target rating on each of 21 criteria	In the past 3 years (2011-2013) 100% of the students have passed these assessments	

4. The building level administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources.	1. Praxis II 2. Mentor Evaluation in EL 845 3. Community Resources and Business Partnerships Project and reflection	1. State Cut Score of 165 or better 2. Acceptable or Target rating on each of 14 criteria 3. Acceptable or Target rating on each of 12 criteria	In the past 3 years (2011-2013) 100% of the students have passed these assessments	
5. The building level administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	1. Praxis II 2. Mentor Evaluation in EL 845 3. Community Resources and Business Partnerships Project and reflection 4. Leadership for Social Justice Paper	1. State Cut Score of 165 or better 2. Acceptable or Target rating on each of 14 criteria 3. Acceptable or Target rating on each of 12 criteria 4. Acceptable or Target rating on each of 7 criteria	In the past 3 years (2011-2013) 100% of the students have passed these assessments	

EdS in School Psychology

Learning Outcomes (program standards)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1. The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.	1. Comprehensive Examination: Standard 1 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 1 3. Knowledge Exam: Standard 1 Questions	1. Correctly answers 75 % of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators 3. Correctly answers 70 % of questions:	2011: 100% of candidates passed all assessments for this standard 2012: 100% of candidates passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	Candidates in the program are meeting or exceeding all assessment criteria, successfully pass the national exam, and go on to pursue successful careers as school psychologists
2: The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.	1. Comprehensive Examination: Standard 2 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 2 3. Consultation Project	1. Correctly answers 70 % of questions. 2. Ratings of 3, 4, or 5 on 85% of indicators 3. 70 /100 points	2011: 100% of candidates passed all assessments for this standard 2012: 100% of candidates passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	
3: The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.	1. Comprehensive Examination: Standard 3 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 3 3. Intervention Project 4. Knowledge Exam: Standard 3 Questions	1. Correctly answers 70 % of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators. 3. 70/100 points 4. Correctly answers 70% of questions	2011: 100% of candidates passed all assessments for this standard 2012: 100% of candidates passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	
4: The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths,	1. Comprehensive Examination: Standard 4 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 4	1. Correctly answers 70 % of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators.	2011: 100% of candidates passed all assessments for this standard 2012: 100% of candidates	

and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.	3. Intervention Project 4. Knowledge Exam: Standard 4 Questions	3. 70/100 points 4. Correctly answers 70% of questions	passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	
5: The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.	1. Comprehensive Examination: Standard 5 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 5 3. Knowledge Exam: Standard 5 Questions	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators 3. Correctly answers 70% of questions	2011: 100% of candidates passed all assessments for this standard 2012: 100% of candidates passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	
6: The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	1. Comprehensive Examination: Standard 6 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 6 3. Knowledge Exam: Standard 6 Questions	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators 3. Correctly answers 70% of questions	2011: 100% of candidates passed all assessments for this standard 2012: 100% of candidates passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	
7: The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.	1. Comprehensive Examination: Standard 7 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 7 3. Knowledge Exam: Standard 7 Questions	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators 3. Correctly answers 70% of questions	2011: 100% of candidates passed all assessments for this standard 2012: 100% of candidates passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	
8: The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	1. Comprehensive Examination: Standard 8 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 8 3. Knowledge Exam: Standard 8 Questions	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators 3. Correctly answers 70% of questions	2011: 100% of candidates passed all assessments for this standard 2012: 100% of candidates passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	
9: The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	1. Practicum Field Experiences Evaluation: Performance Indicators for Standard 9 2. Knowledge Exam: Standard 8 Questions	1. Ratings of 3, 4, or 5 on 70% of indicators 2. Correctly answers 70% of questions	2011: 100% of candidates passed all assessments for this standard 2012: 100% of candidates passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	
10: The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to	1. Comprehensive Examination: Standard 10 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators	2011: 100% of candidates passed all assessments for this standard 2012: 100% of candidates	

services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.	Standard 10 3. Knowledge Exam: Standard 10 Questions	3. Correctly answers 70% of questions	passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	
Standard 11: The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.	1. Comprehensive Examination: Standard 11 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 11 3. Knowledge Exam: Standard 11 Questions	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators 3. Correctly answers 70% of questions	2011: 100% of candidates passed all assessments for this standard 2012: 100% of candidates passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	

MEd in Educational Psychology

Learning Outcomes	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1. The educational psychologist will know, understand, and apply learning theories to the educational setting.	Human Learning Theory Paper in CESP 820	90%	100%	*
	Human Learning Research Project in CESP 820	90%	100%	
2. The educational psychologist will know and understand developmental theories; he or she will know and understand the impact and influence of the social and cultural contexts in which children develop; the educational psychologist will be able to apply this knowledge and understanding to the educational setting.	Human Development Theory Paper in CESP 728	90%	100%	*
	Social Psychology Case study in CESP 831	90%	100%	
3. The educational psychologist will know, understand, and apply research principles, psychological and educational assessments, appropriate statistical procedures, and data analysis to the educational setting.	Research Methods Final Examination in CESP 801	90%	100%	*
	Statistical Analyses Applied Final Examination in CESP 704	90%	100%	
	Advanced Research and Statistics Final Examination in CESP 823	90%	100%	
	Research Proposal in CLES 801	90%	100%	

* These data indicate that candidates are exceeding the minimum 80% criterion and the desired level of 90% for program standards, conceptual framework proficiencies, and NCATE Knowledge at a high rate of success. Performance on the culminating activities, either a Master's Thesis or Comprehensive Exam indicates success for 100% of the candidates. (If the occasion should arise that students do not meet standards, they would be provided more opportunities to grow in their understanding in subsequent classwork.)

MEd in Counseling

Learning Outcomes	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1. The school counselor demonstrates knowledge of philosophical, historical, and social foundations of	1. Counseling Foundations Comprehensive Final	1. Target/Acceptable on all items of rubric	2011: 100% 2012: 100% 2113: 100%	No revisions necessary
	2. Practicum Evaluation # 10-12	2. Target/Acceptable on all		

contemporary education and counseling practices, preparation standards, professional credentialing practices, and ethical behaviors.	3. Case Study #10	items of rubric 3.Target/Acceptable on all items of rubric		
2. The school counselor understands and implements management and consultation skills necessary to integrate program planning, curriculum development, and evaluation.	1. Consultation/Teaming Project # 1, 5, 6, 9, 10	1. Target/Acceptable on all items of rubric	2011: 100% 2012: 100% 2113: 100%	No revisions necessary
3. The school counselor demonstrates an understanding of the nature and needs of individuals throughout the stages of human development and possesses knowledge of related human behavior.	1. Practicum Evaluation # 17-20 2. Synthesis/Professional Development Paper #3	1. Target/Acceptable on all items of rubric 2. Target/Acceptable on all items of rubric	2011: 100% 2012: 100% 2113: 100%	No revisions necessary
4. The school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom guidance activities designed to promote educational, career, personal, and social development of students.	1. Practicum Evaluation # 1-3, 26-34 2. Synthesis/Professional Development Paper # 1, 2, 8-10 3. Case Study # 4, 9	1. Target/Acceptable on all items of rubric 2. Target/Acceptable on all items of rubric 3. Target/Acceptable on all items of rubric	2011: 100% 2012: 100% 2113: 100%	No revisions necessary

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Program Satisfaction Survey Results: Percent Satisfied/Very Satisfied

	N	2012	N	2013
University Graduate Level		80.0%		82.5%
College of Education Graduate Level		86.8%		86%
Educational Leadership	15	93.3%	19	94.7%
School Psychology	3	100%	4	100%
Educational Psychology	3	100%	12	91.7%
Counseling	14	71.4%	20	80%

Majors in CLES degree programs are highly satisfied with their program; with between 80 and 100% of graduates during the past three years reporting they were either satisfied or very satisfied.

MEd in Counseling

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2013	12	Praxis II– School Counseling	100%	
2012	9	Praxis II– School Counseling	100%	
2011	16	Praxis II– School Counseling	100%	

MEd in Educational Leadership

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2013	12	Praxis II School Leader Licensure Assessment (SLLA)	100%	
2012	15	SLLA	100%	
2011	11	SLLA	91%	

EdS in School Psychology

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2013	7	Praxis II– School Psychology	100%	
2012	4	Praxis II– School Psychology	100%	
2011	5	Praxis II– School Psychology	100%	

d. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide information here:

All CLES degree programs are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) as of Spring 2010. The MEd in Educational Leadership, the MEd in Counseling, and the EdS in School Psychology are also approved by the Kansas State Department of Education, and graduates are eligible to seek a license or endorsement for building leadership, school counselor, or school psychologist in Kansas' schools.

The School Psychology program is also fully accredited by the National Association of School Psychologists (NASP). The program has maintained its stability in enrollment in graduates over the past five years. The program is scheduled to undergo accreditation review in Spring 2015.

The other programs are also scheduled for an accreditation review in Spring 2017 by the Council for Accreditation of Educator Preparation (CAEP), a new accreditation body that supersedes NCATE.

The Counseling program is currently not accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), but the faculty are investigating the process for self-study, which is the initial step in the accreditation process.

- e. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Provide information here:

During the planning process for merging the two departments, faculty reviewed and updated CLES faculty load policy, which was approved by the faculty on April 30, 2012. The policy aligns with College of Education and university load policy. Tenured and tenure-eligible faculty members have a teaching load of 9 hours per semester. First year tenure-eligible faculty are given a reduced teaching load of 6 hours per semester during the first year of employment. The two Senior Fellows have a 9-hour teaching load, with another 3 hours for serving as program chairs/graduate coordinators. The instructor has a teaching load of 12 hours per semester.

- f. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

The five graduate degree programs offered in the Department of Counseling, Educational Leadership, Educational and School Psychology are rigorous and of high quality. Students are generally very satisfied with the programs. They perform well on program and national assessments and go on to pursue successful careers in their professions.

4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.
- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*								Projected growth from BLS** Current year only.
	N	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment % outside the field	No. pursuing graduate or professional education	
2012								↓
EL	15	\$64,970	100%	100%	0%	0%	n/a	
CESP***	14	\$45,214	100%	89.9%	11.1%	0%	n/a	
2013								
EL	19	\$49,547	89.50%	91.7%	8.30%	0%	n/a	
Ed Psych	5	\$33,625	100%	20%	80%	0%	n/a	
Counseling	13	47,214	100%	100%	0%	0%	n/a	
School Psychology	4	\$48,333	100%	100%	0%	0%	n/a	

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** For 2012, the data for Counseling, Educational Psychology, and School Psychology were not disaggregated by degree program.

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

The demand for careers in the specializations offered through CLES graduate degree programs has remained steady over the past 3 years. With the exception of the Masters in Educational Leadership, where the job growth rate is projected to be slower than average, the 10 year job growth rate for careers in the other degree programs is projected to be either average or faster than average, according to the Bureau of Labor Statistics Occupational Outlook Handbook.

Demand for the Masters and Doctoral degrees in Educational Leadership has been steady with an average of 42 applicants, 38 of those being admitted, and 34 enrolling in the program. Most graduates of the Masters in Educational Leadership pursue careers as elementary, middle, or high school principals or assistant principals. Some graduates work as academic or instructional coaches. The projected job growth rate for principal positions over the next 10 years is 6%, which is slower than average. Graduates of the Doctorate in Educational Leadership pursue a variety of careers in K-12 and post-secondary administration and post-secondary teaching. The projected job growth rate over the next 10 years is 15% for post-secondary administrators and 19% for post-secondary teachers.

Demand for the Masters degree in Counseling (School and Mental Health) has remained stable with 50-60 applicants each year, with 40 of those being admitted, and 35 students enrolling in classes. Most graduates of this program pursue careers as guidance or career counselors in K-12 and post-secondary education; mental health counselors work

in private practice or agencies where mental health services for adults and children are provided. The projected growth rate for school counselors is 12%, for mental health counselors it is 29%, and for jobs in post-secondary administration it is projected at 15%.

Demand for the Masters degree in Educational Psychology has declined slightly over the past three years, with an average of 15 applicants, 11 being admitted, and 7 enrolling in the program. A majority of these students go on to pursue the EdS in School Psychology. Other graduates pursue doctoral degrees in Psychology or a related discipline. Many graduates with a Masters degree in Educational Psychology work in private industry or become post-secondary teachers. As noted above, the job growth rate for careers in Educational Psychology is 12% and 19% for post-secondary teachers.

The Educational Specialist degree in School Psychology is a highly specialized discipline, where the demand for program rarely meets the need in the field for licensed school psychologists. Demand for the program has declined slightly since 2010, with an average of 6 applicants and 2-3 students enrolling in the program. The EdS in School Psychology prepares graduates to work as school psychologists in K-12 education.

5. Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

Program faculty offer two service courses for the Department of Curriculum and Instruction's Bachelors degree in education program: CESP 334 Human Growth and Development: Introduction to Diversity and CESP 433 Learning, Assessment, and Evaluation Theory. Three to four sections of these courses are offered every semester. Faculty also offer special sections of CESP 701, Introduction to Educational Research for Nursing students and CESP 728 Human Development for Transition to Teaching Master of Arts in Teaching students. A new course, CESP 728 Early Childhood Human Development has been created for Master of Arts in Teaching students specializing in Early Childhood Education. CLES 801 Introduction to Educational Research is taken by Masters students in Curriculum & Instruction and may be taken by any graduate student on campus.

CLES faculty provide a significant amount of service to the department, college, and university. They serve on numerous department and college committees essential for their effective functioning. College Committees include Faculty Personnel Committee, Advanced Programs Committee, Curriculum Committee, Technology Committee, and Assessment Committee. Five of the faculty member serve as Graduate Coordinators/Program Chairs for their respective degree programs. Department faculty members represent the college on the Graduate Council, the Doctoral Sub-council, and the Faculty Senate.

Several faculty members serve on editorial boards for journals and serve as peer reviewers for journals and conferences.

6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome

As noted at the outset of this report, at the last review, these programs were situated in two different departments. When the previous self-studies were completed in 2011, the report template did not call for the identification of program goals.

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

Strengths: CLES graduate degree programs are rigorous and of high quality. The faculty are well-qualified, with a balance of practical experience and research and scholarly productivity expected for graduate degree programs. Although the programs are intended for practitioners in the disciplines, they do not divorce practice from theory and inquiry. Program graduates are well prepared for careers in their respective discipline. The potential exists for continuing to expand programs and instructional modalities (e.g. hybrid, online, off campus).

Weaknesses: There is a need for additional tenured/tenure-eligible faculty to carry forth the goals identified in the strategic plan. Pursuing CACREP accreditation for the counseling program, expanding other programs, increasing course offerings, and providing more instructional modalities will require additional faculty resources and support. We still rely heavily on lecturers to teach core courses in most programs. It is challenging to recruit, hire, and retain faculty members with the requisite practical experience who also have the potential for scholarship. There is a need to hire a full-time department chair.

Although we have more students from under-represented groups in our programs, the majority of students are from the dominant culture. There is a need for more support for graduate students, especially as we increase the number of full-time and international students.

There has been a slight decline in enrollments for the Med in Educational Psychology and EdS in School Psychology, a trend we have taken steps to address in the strategic plan.

CLES offers many high quality graduate degree programs, but marketing and student recruitment are left up to the program faculty. A college and/or university wide campaign to market graduate degree programs is needed.

Opportunities: The strategic planning process facilitated finding creative ways to integrate and think holistically about what appears to be distinct disciplines. The strategic planning process was an opportunity to see what the disciplines have in common and where we could find ways to collaborate and

work together. We have an opportunity to increase the enrollment of international students in the Masters in Educational Psychology and the doctorate in Educational Leadership because they are not KSDE licensure programs. Pursuing non-traditional students these two degree programs has the potential to increase enrollments, which is especially important for boosting enrollments in the Educational Psychology Masters degree program. Offering a doctoral degree in Adult Education/Adult Learning should also help Educational Psychology enrollments, as most students who pursue this degree will be graduates of those programs. Educational Psychology program faculty have the capacity to expand research course offers to other disciplines on campus. CLES faculty have the expertise and desire to offer courses and programs using multiple modalities (face-to-face, hybrid, and online). Many of the weaknesses are also opportunities.

Threats: The lower quality of programs offered by competitors is always a problem. These programs are popular with students because they are less rigorous and have fewer requirements. It is frustrating because KSDE and the Higher Learning Commission also accredit them.

Goals for 2014-2017 (From CLES Strategic Plan)

1. Increase enrollment and credit hours through expanding existing CLES programs and developing new ones in adult learning and adult education.
 - Expand Engineering Certificate to become Teaching in Higher Education (to include how to teach online)
 - As part of the new certificate program, offer a course for GTAs on how to teach/tutor college level courses.
 - Develop a doctoral program in Adult Education/Adult Learning
 - Pursue offering a “licensure-only” option in Building Leadership.
 - Develop a Sport Counseling Graduate Certificate program in partnership with Sport Management
 - Make the process of faculty teaching schedules more flexible to allow for more summer course offerings, including degree courses
2. Increase CLES online/distance education programs/course offerings.
 - Explore creating an online track to the Masters in Ed Psychology
 - Explore offering Higher Ed Leadership Grad Certificate online
 - Explore creating off site Masters cohort in Ed Leadership
 - Develop new online/hybrid courses or move established courses to online/hybrid delivery.
 - Create an engaging virtual learning environment for students.
3. Expand Play Therapy Center to assume larger role for teaching, research, and community outreach in the Counseling program.
 - Incorporate the Play Therapy coursework into the counseling program
 - Seek external funding
4. Seek CACREP accreditation for Counseling Program
 - Revise Counseling curriculum & program materials
 - Conduct self-study
 - Resources to support accreditation process