WICHITA STATE UNIVERSITY

Program Review

Self-Study Template

Revised 11-1-2019

Academic unit: CLES College: Applied Studies

Date of last review April 2017 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

Certificate (s): Child/Play Therapy, Higher Education Leadership, Engineering Education, Superintendency/District Leadership, Building-Level Leadership, Applied Behavioral Analysis, School Counseling to Clinical Mental Health Counseling, Clinical Mental Health Counseling to School Counseling

Faculty of the academic unit (add lines as necessary)

(If interdisciplinary, please list your core teaching faculty and department name if external to academic unit)

NAME (List department –if external to unit)	SIGNATURE	TENURE OR NON-TENURE TRACK
Angela Beeler, Assistant Professor, School Psychology	Angela Beeler (May 5, 2020)	Tenure Track
Mia Bonitto, Assistant Clinical Professor, School Psychology	Mia Bonitto (May 5, 2020)	Non-Tenure Track
Susan Bray, Associate Professor, Counseling	Susan Bray	Tenured
Jody Fiorini, Professor, Counseling	Jody J. Fiorini	Tenured
Deanna Gooch, Assistant Clinical Professor, Ed Leadership	Deanna Gooch (May 5, 2020)	Non-Tenure Track
Jason Herron, Assistant Professor, Educational Psychology	Jason Herron (May 5, 2020)	Tenure Track
Beatrice Latavietz, Assistant Professor, Educational Psychology		Tenure Track
Jason Li, Associate Professor, Counseling	Jiagi Li	Tenured
Joseph Mau, Professor, Counseling	Joseph Mau	Tenured

Philip Mullins, Assistant Professor, Counseling		Tenure Track
Jean Patterson, Professor, Educational Leadership	Jean A Patterson Jean A Patterson (May 5, 2020)	Tenured
Marlene Schommer-Aikins, Professor, Educational Psychology	Marlene Schommer-Aikins Marlene Schommer-Aikins (May 5, 2020)	Tenured
Victoria Sherif, Assistant Professor, Educational Leadership	Victoria Sherif Victoria Sherif (May 5, 2020)	Tenure Track Began Fall 2019
Kristin Sherwood, Assistant Clinical Professor, Ed Leadership		Non-Tenure Track
Valerie Thompson, Assistant Professor, Ed Leadership/Ed Psych	Valerie Thompson (May 5, 2020)	Tenure Track Began Fall 2019
Edil Torres Rivera, Professor, Counseling	Edil Torres Rivera Edil Torres Rivera (May 5, 2020)	Tenured Began Fall 2019
Claudia Weese, Assistant Clinical Professor, Counseling	Claudia Weese Claudia Weese (May 5, 2020)	Non-Tenure Track

Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan engagement

Please list the program purpose statement. Explain in 1-2 concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.

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

A. Program Purpose Statement - formerly Mission

(If more than one program, list each purpose statement):
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.

B. The role of the Program(s) and relationship to the University mission:

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.

C. Has the purpose of the Program(s) changed since last review? ☐ *Yes* ☒ *No*

If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?
There is no need to change the purpose of the program. The CLES Department's purpose statement encompasses the university's mission to prepare graduates who contribute to the public good. All programs emphasize inquiry, theory, and applied learning, which include clinical, practicum, and other field experiences.

D. *How does the Program support the university strategic plan?*

Describe in 1-2 concise paragraphs.
Student Centeredness – the university's goal to promote holistic student success through a supportive learning environment in which all students continually thrive and grow perfectly mirrors the underlying philosophies of our academic disciplines in CLES. We have partnered with the graduate school to examine all applicants holistically since a prospective student's story goes well beyond their undergraduate GPA or test scores. We are dedicated to working with students who struggle with multiple life roles or stressful life circumstances to help them be successful; and we maintain positive relationships with them even after we help them achieve their degree goals.
Research and Scholarship – not only are faculty members productive members of the academy, but CLES faculty regularly include students in their research and offer scholarship monies to allow students to present at state and national conferences.

Campus Culture – CLES prides itself on adding to a positive campus culture. Every program is continually examined to determine how we can better meet evolving student and community needs. When school districts approached us with a need, such as helping teachers and parents better understand and handle behaviors associated with autism spectrum disorders, we created tiered levels of programming (a one week, market-based training, graduate and undergraduate certificates, and an upcoming master's degree) in applied behavior analysis to suit community needs.

Partnerships – each program in the CLES department engages in community outreach and meaningful partnerships particularly with local school districts and non-profit agencies. The interdisciplinary nature of the programs lends itself to communication and idea generation among counselors, school psychologists, educational leaders and educational psychologists. This allows us to stay current and nimble in our course offerings.

Inclusive Excellence – CLES has worked diligently to increase diversity in both its student population and in its faculty. We strive to create a welcoming environment for all students so they can grow and flourish in their graduate studies.

E. Provide an overall description of your program (s) including any changes made since the last review?

EdD in Educational Leadership: The EdD is a 55-hour professional doctoral program, with most 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 Applied Studies. 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. In fall 2019, the EdD program launched a track in educational psychology. The Educational Leadership track in Educational Psychology crosses disciplines in offering an EdD degree to individuals interested in understanding and shaping learning, thinking, and problem solving in diverse settings such as schools, workplaces, higher education, industry and other institutions or organizations. The track includes customizable emphases, flexible course delivery, advanced research methods/analytics, and applied learning opportunities.

EdS in School Psychology: The EdS program consists of two program track options. The post-Master's 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-Master's degree coursework and includes a yearlong internship upon completion of the degree. The second track allows individuals to pursue a post-baccalaureate degree option. The degree is comprised of 60 hours of post-baccalaureate degree coursework and includes a yearlong internship upon completion of the degree. Faculty collaborated with Educational Psychology and Special Education to develop an interdisciplinary certificate in Applied Behavioral Analysis to meet community demand.

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. In 2017, a 15-21-hour Building Level Leadership Certificate program was implemented, allowing practicing professional educators holding a current Kansas teaching license and who also have a master's degree in an education-related field to pursue their building-level leadership license without having to obtain a second master's degree.

MEd in Educational Psychology: Students can pursue a 33-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 the Educational Psychology track in Educational Leadership or in Psychology. Additionally, in order to respond to the needs of our students we have created multiple tracks under the Educational Psychology Master's degree, emphasizing the customizable nature of the degree program. One important track, the Higher Education/Student Affairs track, was created in response to both campus and market needs. The creation and launch of this new track are a testament to the flexibility of the Educational Psychology Master's degree. Educational Psychology faculty also teach graduate assessment and research courses for the Counseling and School Psychology programs.

MEd in Counseling: The counseling program now offers four program tracks: 1) a 48-hour track preparing candidates for careers in school counseling; 2) a 60-hour track preparing candidates to pursue careers in clinical mental health counseling and obtain their Licensed Professional Counselor (LPC) credential; 3) a 45-hour program preparing students to pursue careers in higher education; and 4) a 60-hour sports counseling track that prepares students to work with athletes. A 5th track has been added in Addictions Counseling due to community and state demand for additions counselors. This program will begin in Fall 2020. The counseling program offers a Certificate in Child/Play Therapy which provides students with training to become a registered play therapist as recognized by the Association for Play Therapy. Two additional Graduate Certificates have been added in Fall 2020 to capture the markets of professional counselors who wish to gain additional coursework required for licensure in School counseling and vice versa. These are titled the Clinical Mental Health Counselor (CMHC) to School Counselor Graduate Certificate, and the School to CMHC Graduate Certificate respectively.

Part 2: Faculty Quality and Productivity as a Factor of Program Quality

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of scholarly/creative activity and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.)

Complete the table below for the faculty who support the program (all faculty who signed or should have signed the coversheet).

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				
2016-2017	9	1	17	1	4	1	NA	NA	NA	NA	NA	NA	NA	0	2	1	$3,810.00
2017-2018	8	1	15	2	4	0	NA	NA	NA	NA	NA	NA	NA	0	2	4	$5,471.20
2018-2019	9	1	21	8	6	1	NA	NA	NA	NA	NA	NA	NA	0	0	1	$5,655.00
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

Counseling	2015	2016	2017	2018	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	4,581	4,760	4,825	5,548	4,929	+21.1%
SCH per FTE*	109.6	126.7	131.4	N/A	122.6	+19.9%
Program Majors	79	91	92	N/A	87.3	+16.5%
Degree Production per year	14	24	25	30	23.25	+114.3%

Educational Psychology	2015	2016	2017	2018	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	4,581	4,760	4,825	5,548	4,929	+21.1%
SCH per FTE*	109.6	126.7	131.4	N/A	122.6	+19.9%
Program Majors	22	28	21	N/A	23.4	-4.5%
Degree Production per year	9	5	9	13	9	+44.4%

School Psychology	2015	2016	2017	2018	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	4,581	4,760	4,825	5,548	4,929	+21.1%
SCH per FTE*	109.6	126.7	131.4	N/A	122.6	+19.9%
Program Majors	8	7	30	N/A	15	+275%
Degree Production per year	1	3	4	6	3.5	+500%

Educational Leadership MEd	2015	2016	2017	2018	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	4,581	4,760	4,825	5,548	4,929	+21.1%
SCH per FTE*	109.6	126.7	131.4	N/A	122.6	+19.9%
Program Majors	26	24	15	N/A	21.7	-42.3%
Degree Production per year	17	12	14	9	13	-47%

Educational Leadership EdD	2015	2016	2017	2018	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	4,581	4,760	4,825	5,548	4,929	+21.1%
SCH per FTE*	109.6	126.7	131.4	N/A	122.6	+19.9%
Program Majors	29	30	32	N/A	30.3	+10.3%
Degree Production per year	10	3	9	3	23.25	-70%

*CLES faculty overall, not program-specific

A. Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity. If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.

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.

In accordance with the WSU policies, expectations of performance in and the relative importance of A) teaching, B) research, scholarship, or creative activities; and C) service are defined at the time of the initial appointment into CLES programs. These expectations and their relative weight may be modified annually during the probationary period. Specific performance goals will be established

each year during the annual evaluation of untenured faculty. These expectations and goals form the foundation for evaluation for tenure in the context of the tenure criteria established by the faculty of the College, but do not constitute a definitive review for tenure. A terminal degree in a field appropriate to the discipline in which the candidate teaches or conducts research, scholarship, or creative activities is normally required for appointment or promotion to the rank of assistant professor, associate professor or professor. Exceptions to this guideline will require careful documentation based upon an adequate rationale. The award of tenure normally requires documented evidence of effective teaching/librarianship and a record of research, scholarship, or creative activities which has earned recognition in professional circles at the regional or national level.

The College of Applied Studies (CAS) asserts itself in this process by establishing criteria for tenure and promotion that set parameters intended to assure consistency with the unit's conceptual framework for professional educators and related disciplines as appropriate, as well as with the CAS mission and the university's values as expressed through the WSU Strategic Plan. The CAS, in alignment with the WSU Strategic Plan, values the following, which provides the framework for positive risk taking:

- Developing unique applied learning or research experiences for students.
- Pioneering and integrating interdisciplinary curricula and experiences.
- Capitalizing on relevant trends that increase quality educational opportunities in a distinctive way.
- Accelerating the discovery, creation, or transfer of new knowledge.
- Empowering students to create a campus culture and experience that meets their changing needs.
- Enhancing learning via the creation of a campus that reflects – in staff, faculty and students – the evolving diversity of society.

CAS Criteria for Tenure and Promotion

The general criteria or principles outlined here must be applied to tenure and promotion decisions in light of a detailed knowledge of the specific goals of each department and the CAS and the specific qualities and competencies of the individual. Tenure and promotion criteria are generally cast into three areas of scholarship, **Teaching, Research and Creative Activity,** and **Service** along with four key functions of each scholarship labeled as **Discovery, Integration, Application,** and **Education** of knowledge (Hyman et al., 2002). However, in acknowledgment of the broad importance of a pervasive sense of community in attaining the CAS mission, the notion of collaboration/teaming/cooperation within and across programs, departments, colleges, the university, and community should be an acknowledged theme across all departmental tenure and promotion criteria. The following discussions explicate how the three areas of scholarship are, theoretically, integrated with the four key functions of scholarship.

Tenure-track vs. Clinical Faculty Expectations:

It is important to note that the applied nature of our program offerings has led us to seek to hire clinical professors who are have clinical expertise such as practicing school psychologists (1), former building, and district leaders (2), and clinical mental health professionals (1). These individuals still have or are working toward their terminal degrees but have higher teaching loads and service expectations and limited research expectations. These are incredibly valuable members of the academy and they are not treated as lesser because they are not on a tenure track. It is also important to note that our clinical faculty members often still publish and present nationally despite not having an obligation to do so.

Tenure Track Faculty:
Tenure and promotion decisions shall be based on recognized performance and achievement in each of the several areas, as appropriate to the particular responsibilities assigned to the faculty member. In employing the scholarships of Teaching, Research and Creative Activity, and Service, the Tenure and Promotion Policy recognizes that an individual's activities may fall within or across two or more scholarships. Faculty members are encouraged to articulate the interdisciplinary nature of their work.

UniScope Model:

CLES evaluates faculty productivity through the lens of the UNISCOPE model. This model integrates Scholarship of Teaching, Scholarship of Research, and Scholarship of Service along the dimensions of Discovery, Integration, Application, and Education of knowledge. **T**he following are examples of activities used to demonstrate Scholarship of Teaching, Scholarship of Research, and Scholarship of Service

Table 1. Examples of Teaching Scholarship

Example	Audience	Assessment/Documentation
Traditional class	On-campus students, both graduate and undergraduate	Student evaluations, peer evaluation, retention data, teaching awards
Online class	Off-campus students On-campus students	Student evaluations, Peer Evaluation; Retention data; Distance students served
New course development	Students	Student enrollment, teaching evaluations
New program development	Students	Program documentation & approval
Short courses (Badges)	Non-degree seeking students Degree seeking students	Student evaluations
Creative applied learning projects	Students, academics	Teaching evaluations,
Developing teaching tools	Students, faculty	Demonstrations; Presentations; Publications
Accreditation activities	On- and off-campus students	Successful accreditation; Reports & documents
Existing course Improvement	Faculty, students	Major revisions made to courses, publications
Development of textbooks and teaching modules	Faculty, publishers	Course materials, new texts & manuals
Seminar or workshop	Education professionals, community members	Participant evaluation, peer evaluations, changed practices in the field
Certificate classes	Certificate students	Student evaluations, peer evaluation, customer satisfaction, retention data
Mentoring students	Undergraduate students Graduate students	Number of students, students' successes Graduate student degrees completed
Dissertations, theses, projects	Graduate students	Dissertations/theses/reports completed,

advisor		publications
Additional teaching/ Extra teaching load	Students	Reports
Student retention in classes	Students	Retention data
Coop/Internship faculty advisor	Students, schools and agencies	Number of students, reports

Table 2. Examples of Research Scholarship

Example	Audience	Assessment/ Documentation
Applied discipline-specific research	Academics	Peer reviewed publications, conference presentations, conference proceedings, invited papers, citations
Basic discipline-specific research	Academics	Peer reviewed publications, conference presentations, conference proceedings, citations
Practitioner-oriented research	Practitioners, community	Peer reviewed publications, conference presentations, reports
Policy development	Public agencies	Reports, presentations, peer-reviewed publications
Competitive research grants	Academics, funding agencies	Reports, amount acquired, funded proposals
Journal editor	Professional associations, academics	Reports, journal frontispiece, documentation
Pedagogical research	Teaching faculty, professional associations	Peer reviewed publications, invited papers, conference presentations, citations

Table 3. Examples of Service Scholarship

Example	Audience	Assessment/ Documentation
Journal and proposal reviewing Review of articles and proposals	Professional Organizations, funding agencies	Invitation to review panels, acknowledgment of review submission
Professional organization committee service Member or officer in professional organization committee	Professional organizations members and users	Membership and office listings Meeting minutes
K-12 education and recruiting presentations to and discussions with students	Students Faculty	Student/teacher evaluations Repeat invitations
Presentations to community groups Lectures and sponsored talks to the public	General public	Participant evaluations Memberships
News media interviews	General Public	Notes/memos of acknowledgement
Conference or session organization or chair	Professional organizations	Participation; Participant evaluations

Consulting	Schools and agencies	Letters documenting contributions
Participation in professional associations - local, national, international	Professional associations	Reports, summary of key accomplishments
Department committees & participation in department affairs	Faculty, staff, students, administration	Reports, summary of key accomplishments
College committees & participation in college affairs	Faculty, staff, students, administration	Reports, summary of key accomplishments
University committees & participation in university affairs	Faculty, staff, students, administration	Reports, summary of key accomplishments
Community activities	Community members	Reports, summary of key accomplishments
Mentoring of other faculty members	Faculty	Reports, summary of key accomplishments
Faculty recruitment	Faculty, College	Reports, summary of key accomplishments
Department web page and social media development and maintenance	Future students, campus members, community	Reports, clicks
Student recruitment	Future students	Enrollment numbers, reports
University/school initiatives	Campus, community, faculty	Reports, summary of key accomplishments
Admissions activities	Future students	Report, enrollment numbers
Scholarship competitions	Students	Report
Reviewing for academic journals	Academics	Reports, editors' letters
Conference organization & conference reviewing	Academics	Reports, summary of key accomplishments
Student projects	Students	Reports, summary of key accomplishments
Proposal review	Students, faculty, academics	Reports, summary of key accomplishments
Serving on doc students' dissertation committees	Students	Reports, summary of key accomplishments
Public policy advising	Community, public entities	Reports, summary of key accomplishments
External reviewer for T&P candidates	Academics	Reports
Visiting professorships in other universities (including teaching classes/seminars)	Academics	Reports, summary of key accomplishments
Presentations to students/faculty/staff	Student, faculty, staff	Reports, summary of key accomplishments
Student organizations advising	Students	Reports, summary of key accomplishments

B. Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Include details related to productivity of the faculty including scholarship/research and creative activity and services. (i.e., some departments may have a few faculty producing the majority of the scholarship), service, efforts to recruit/retain faculty, departmental succession plans, etc.

During the AY 2017, the CLES department had 18.8 FTE including lecturers and GTAs. The department currently has 7 tenured, 6 tenure-eligible faculty, and 3.5 non-tenure track faculty. The Educational Leadership programs have 1 tenured/1.5 tenure eligible faculty members and 1.5 non-tenure track/Clinical faculty members. The School Psychology program has 1 tenure eligible faculty member, 1 non-tenure track/clinical faculty member, and an additional tenure-eligible faculty member has been hired for Fall 2020. The Educational Psychology program has 1 tenured and 2.5 tenure-eligible faculty members. The tenured faculty member is retiring in May 2020 and two faculty members submit for tenure in AY 2020-21. The Counseling program has 3 tenured/1 tenure-eligible faculty member, and 1 clinical/non-tenure track faculty member. The Clinical Assistant Professor is leaving and is being replaced by a tenure-eligible faculty member in AY 2020-21. The Department Head is a tenured faculty member who teaches occasional courses in the counseling and school psychology programs.

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 leadership in educational and human service organizations, policy and politics, K-12 and post-secondary education leadership, learning and cognition, research methods (statistics, action research, and qualitative inquiry), school, higher education, and mental health counseling, school psychology, applied behavioral analysis, trauma-informed schooling, and play therapy.

CLES student credit hour production has increased 21% from our last triennial report from 4,581 to 5,548 overall. More impressive is that although the number of faculty FTE has remained stable, credit hour production of CLES faculty has increased 20% from 109.6 to 131.4. Enrollments in the various programs have increased drastically over the past 3 years, with one decrease in building leadership stemming from changes in licensure requirements at the Kansas State Department of Education (KSDE) that allows students with a prior master's degree to avoid needing a second master's degree. This led to the creation of a popular, market-driven alternative certificate program which has affected degree enrollment but increased overall enrollment. In counseling, enrollments increased 16.5% from 79 to 92 students and degree production increased 114% from 14 to 30 graduates. In educational psychology, enrollments decreased by one student or 4.5% from 22 to 21 students, but degree production increased 44% from 8 to 13 graduates. In school psychology, enrollments increased 275% from 8 to 30 students and degree production increased 500% from 1 to 6 graduates. In educational leadership MEd, enrollments decreased 42.3% from 26 to 15 students due to the shift to the building leadership program; degree production decreased 44% from 17 to 9 graduates. In the educational leadership EdD, enrollments increased 10% from 29 to 32 students and degree production decreased 70% from 10 to 3 graduates. This is not a worrisome statistic, however since doctoral students finish at their own pace and the program has a good record with r graduating its students. Overall, the department graduated about 70 students each academic year. Counseling and school psychology have seen an increase in enrollment. A review of course evaluations

indicates that students rate a majority of courses in the Very Good to High range. When faculty members have poor course evaluations, they are counseled on ways to improve. One probationary faculty member in school psychology was not renewed after serious student complaints were raised and validated. Students generally find the courses offered in the department to be rigorous and of value to their career goals. Several of our faculty members have received college and university awards including the WSU Young Faculty Scholar Award, and the College of Applied Studies Awards for Excellence in Research, Excellence in Teaching Technology, and Excellence in Service. Several faculty members serve on Editorial Boards and as Associate Journal and Conference proceedings editors. This is a group of extremely productive research faculty.

The CLES department faculty underwent an ongoing strategic planning process during the 2018-20 academic years, with a focus on expanding programs and increasing enrollments. To this end, program track options were increased due to market demand and enrollments have increased. Mirroring the campus-wide strategic enrollment initiatives, the CLES strategic plan incorporates opportunities to increase faculty and graduate student scholarship. CLES has also focused on accessibility of its courses and materials for students with disabilities. Faculty members and students have presented their research on accommodating counseling programs for the blind and visually impaired at the state and national levels.

Part 3: Academic Program(s) and Emphases

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).

A. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT below 20 (triggered by KBOR defined Minima)? ☐ Yes ☒ No

   If yes, please explain the average ACT scores for your students.

N/A – no undergraduate programs in CLES

B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average? ☐ Yes ☒ No

If yes, please explain the average GPA of your graduate students.

GPAs for students admitted to CLES degree tend to be at or slightly higher than the average WSU graduate student.

Mean GPA of Admitted Graduate Students	**2016**	**2017**	**2018**
University Level	3.5	3.5	3.5
Educational Leadership	3.8	3.7	3.8
School Psychology	3.2	3.7	3.7
Educational Psychology	3.8	3.5	3.6
Counseling	3.6	3.5	3.5

C. Accreditation status: If accreditation is previously noted, please add:

Accrediting Body: National Association of School Psychology (NASP)

Next Review Date: Spring 2021

Commendations and concerns from the last review: The School Psychology program is fully approved ed by the National Association of School Psychologists (NASP). The program has drastically increased enrollments and graduates over the past five years. The program underwent an accreditation review in Spring 2015.
Accrediting Body: Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Next Review Date: Initial review 2020

Commendations and concerns from the last review:
The Counseling program is currently undergoing initial review by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). A site visit is anticipated in Fall 2020.

Accrediting Body: Kansas State Department of Education (KSDE) CAEP

Next Review Date: 2022

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. All programs successfully achieved reaccreditation by KSDE.

Accrediting Body: Council for Accreditation of Educator Preparation (CAEP)

Next Review Date: 2024

In Spring 2018, undergraduate programs received accreditation by the Council for Accreditation of Educator Preparation (CAEP), the accreditation body that superseded NCATE. CLES programs will not be reviewed by CAEP until 2024 or whatever date is scheduled for advanced programs to be reviewed.

D. Assessment of Learning Outcomes

1. Complete the table below with program level data. Identify the principal learning outcomes (i.e., with what skills does your Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes

MEd in EDUCATIONAL PSYCHOLOGY:

Learning Outcomes	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	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 Human Learning Research Project in CESP 820	Rubric	90% 90%	100% 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 Social Psychology Case study in CESP 831	Rubric Rubric	90% 90%	100% 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 Statistical Analyses Applied Final Examination in CESP 704 Advanced Research and Statistics Final Examination in CESP 823 Research Proposal in CLES 801	Grading scale Grading scale Rubric	90% 90% 90%	100% 100% 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 CAEP core 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 (2017, 2018, 2019)

Learning Outcomes	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results	Analysis
1. The school counselor demonstrates knowledge of philosophical, historical, and social foundations of contemporary education and counseling practices, preparation standards, professional credentialing practices, and ethical behaviors.	1. Counseling Foundations Comprehensive Final (CESP 804 Foundations of School Counseling) 2. Practicum Evaluation (Historical and Social Foundations of School Counseling) 3. Case Study: Item #10	Rubric Rubric Rubric	1. highly effective or effective on all items of rubric 2. highly effective or effective on all items of rubric 3. highly effective or effective on all items of rubric	2017-2019: 100% of student scored effective or better	Proficient knowledge of philosophical, historical, and social foundations of school Counseling has been demonstrated. No revisions necessary
2. The school counselor understands and implements management and consultation skills necessary to integrate program planning, curriculum development, and evaluation.	1. School Guidance Project 2. Practicum Evaluation (Counseling Programming)	Rubric Rubric	1. highly effective or effective on all items of rubric 2. highly effective or effective on all items of rubric	2017-2019: 100% of student scored effective or better	Proficient knowledge of management and consultation skills has been demonstrated. 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 (Human Growth and Development) 2. Case Study Item #5	Rubric Rubric	1. highly effective or effective on all items of rubric 2. highly effective or effective on all items of rubric	2017-2019: 100% of student scored effective or better	Proficient knowledge of human growth and development has been demonstrated. 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 (Counseling Theory and Skill) 2. Case Study Item #4, 8, 9	Rubric Rubric	1. highly effective or effective on all items of rubric 2. highly effective or effective on all items of rubric	2017-2019: 100% of student scored effective or better	Proficient knowledge of individual and group counseling has been demonstrated. No revisions necessary
5. The professional school counselor understands and	1. Practicum Evaluation (Ethical and Legal Issues)	Rubric	1. highly effective or effective on all items of	2017: 100% of student scored effective or	Proficient knowledge of legal and ethical

demonstrates legal and ethical use of assessment, evaluation, and research in multicultural contexts.	2. Course Grade in CESP 822 Assessment in Counseling 3. Course Grade in CLES 810 Research and Program Evaluation in Counseling	Grade of B- or Better Grade of B- or Better	rubric 2. highly effective or effective on all items of rubric 3. highly effective or effective on all items of rubric	better 2019: 100% of student scored effective or better 2018 (Program Evaluation): 100% of student scored effective or better CESP 822: 100% of student scored effective or better CLES 810: 97.2% of student scored effective or better	use of assessment, evaluation, and research has been demonstrated. No revisions necessary
6. The professional school counselor has knowledge of career development and applies a multi-tier approach for counseling all learners through their developmental stages.	1. Practicum Evaluation (Career Development) 2. Course Grade in CESP 815 Career Counseling	Rubric Grade of B- or Better	1. highly effective or effective on all items of rubric 2. highly effective or effective on all items of rubric	2017-2019: 100% of student scored effective or better	Proficient knowledge of career development has been demonstrated. No revisions necessary
7. The professional school counselor understands the significance and demonstrates the skills of teaming and consultation, collaboration, and coordination in developing programs to facilitate the positive interaction between learners and their environment.	1. Practicum Evaluation (Teaming, Consultation, Collaboration and Coordination) 2. School Guidance Project	Rubric Rubric	1. highly effective or effective on all items of rubric 2. highly effective or effective on all items of rubric	2017-2019: 100% of student scored effective or better	Proficient knowledge of teaming and consultation, collaboration, and coordination in developing programs has been demonstrated. No revisions necessary
8. The professional school counselor understands social and cultural diversity across developmental stages and is able to identify appropriate counseling practices.	1. Practicum Evaluation (Multicultural and Social Diversity) 2. Case Study Item#10 3. Course Grade in CESP 821	Rubric Rubric Grade of B- or Better	1. highly effective or effective on all items of rubric 2. highly effective or effective on all items of rubric 3. highly effective or effective on all items of rubric	2017-2019: 100% of student scored effective or better	Proficient knowledge of social and cultural diversity across developmental stages has been demonstrated. No revisions necessary

EdS in School Psychology

Learning Outcomes (program standards)	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	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.	2017-2019 1. Comprehensive Examination: Standard 1 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 1	1. Comprehensive multiple choice test. 2. Rating Scale	2017-2019 1. Correctly answers 70 % of questions. 2. Ratings of 3, 4, or 5 on 85% of indicators	2017- 2019: 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.	2017-2019 1. Comprehensive Examination: Standard 2 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 2 3. Consultation Project	1. Comprehensive multiple choice test. 2. Rating Scale 3. Rubric	1. Correctly answers 70 % of questions. 2. Ratings of 3, 4, or 5 on 85% of indicators 3. 70 /100 points	2017- 2019: 100% of candidates passed assessments 1 & 2 for this standard and 100% of candidates passed assessment 3.	
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.	2017-2019 1. Comprehensive Examination: Standard 3 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 3 3. Intervention Project	1. Comprehensive multiple choice test. 2. Rating Scale 3. Rubric	1. Correctly answers 70 % of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators. 3. 70/100 points	2017- 2019: 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, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.	2017-2019 1. Comprehensive Examination: Standard 4 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 4 3. Intervention Project	1. Comprehensive multiple choice test. 2. Rating Scale 3. Rubric	1. Correctly answers 70 % of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators. 3. 70/100 points	2017- 2019: 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.	2017-2019 1. Comprehensive Examination: Standard 5 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 5	1. Comprehensive multiple choice test. 2. Rating Scale	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators	2017- 2019: 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.	2017-2019 1. Comprehensive Examination: Standard 6 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 6	1. Comprehensive multiple choice test. 2. Rating Scale	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators	2017- 2019: 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.	2017-2019 1. Comprehensive Examination: Standard 7 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 7	1. Comprehensive multiple choice test. 2. Rating Scale	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators	2017- 2019: 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.	2017-2019 1. Comprehensive Examination: Standard 8 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 8	1. Comprehensive multiple choice test. 2. Rating Scale	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators	2017- 2019: 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.	2017-2019 1. Practicum Field Experiences Evaluation: Performance Indicators for Standard 9	1. Rating Scale	1. Ratings of 3, 4, or 5 on 70% of indicators	2017- 2019: 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 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.	2017-2019 1. Comprehensive Examination: Standard 10 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 10	1. Comprehensive multiple choice test. 2. Rating Scale	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators	2017- 2019: 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.	2017-2019 1. Comprehensive Examination: Standard 11 Questions 2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 11	1. Comprehensive multiple choice test. 2. Rating Scale	1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on 70% of indicators	2017- 2019: 100% of candidates passed all assessments for this standard	

Educational Leadership MEd

Learning Outcomes (program standards)	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results	Analysis
1. Shared School Vision of Learning: An education leader at the building level applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision for high expectations of learning that is shared and supported by all stakeholders.	1. Praxis II 2. Mentor Evaluation in EL 845 3. Field Research in EL 843 4. Community Resources and Business Partnerships in EL 823	Praxis Rubric Grade Rubric	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 4. 3. Acceptable or Target rating on each of 12 criteria.	In the past 3 years (2017-2019) 93% 100% have passed the Praxis	Results indicate students are attaining the learning outcomes to the requirements of the program. In the past 3 years (2017-2019), 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 4. Technology Integration Plan in EL 803	Praxis Rubric Rubric Rubric	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 4. Acceptable or Target rating on each criterion	In the past 3 years (2017-2019) 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	Praxis Rubric Rubric	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 (2017-2019) 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,	1. Praxis II 2. Mentor Evaluation in EL 845	Praxis Rubric	1. State Cut Score of 165 or better 2. Acceptable or Target rating on each of 14 criteria	In the past 3 years (2017-2019) 100% of the students have passed these assessments	

responding to diverse community needs and interests, and mobilizing community resources.	3. Community Resources and Business Partnerships Project and reflection	Rubric	3. Acceptable or Target rating on each of 12 criteria		
5. An education leader at the building level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	1. Praxis II 2. Mentor Evaluation in EL 845 3. Community Resources and Business Partnerships Project and reflection	Praxis Rubric Rubric	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 (2017-2019) 100% of the students have passed these assessments	
6. 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	Praxis Rubric Rubric Rubric	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 (2017-2019) 100% of the students have passed these assessments	

EdD in Educational Leadership

Learning Outcomes	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	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 21st century.	1. Seminar Assessment 2. Comprehensive Exam	Rubric Rubric	1. 100% of 7 rubric items rated Acceptable or minimum score of 28 2. 100% Acceptable ratings on 20 rubric items or a minimum score of 80	In the past three years (2017-2019) 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	1. Field Study Assessment	Rubric	1. 100% of 8 rubric items rated Acceptable, or a minimum composite	In the past three years (2017-2019) 100% of doctoral students	

knowledge in the discipline of educational leadership, including theories of leadership, organization, policy analysis, diversity, equity, and socio-cultural contexts of schools, and research perspectives, theories, and methodologies.	2. Comprehensive Exam	Rubric	score of 32 2. 100% Acceptable ratings on 20 rubric items or a minimum score of 80	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	Rubric Rubric	1. 100% Acceptable ratings on 8 rubric items, or a minimum composite score of 32 2. 100% of 3 rubric items rated Acceptable or a minimum composite score of 12	In the past three years (2017-2019) 100% of doctoral students passed these assessments.	
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	Rubric Rubric	1. 100% of 9 rubric items rated Acceptable or minimum composite score of 36 2. 100% Acceptable ratings on 20 rubric items or a minimum score of 80	In the past three years (2017-2019) 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	Rubric Rubric	1. 100% of 11 items rated Acceptable or a minimum composite score of 44 2. 100% of 3 rubric items rated Acceptable or a minimum composite score of 12	In the past three years (2017-2019) 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	Rubric Rubric	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 12	In the past three years (2017-20169) 100% of doctoral students passed these assessments.	

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in Table 2. Data should relate to the goals and objectives of the program as listed in Part 1.

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. We have used this date to update the curriculum of every program in our department. This a yearly requirement of our college and an ongoing requirement of the Kansas State Department of Education, as well as our accrediting bodies (NASP, CACREP, CAEP).

E. Assessment of Student Satisfaction

Program Satisfaction Survey Results: Percent Satisfied/Very Satisfied

	N	**2016**	**N**	**2017**	**N**	**2018**
University Graduate Level		85.4%		82.9%		85%
College of Applied Studies Graduate Level		85.6%		86.6%		89.2%
Educational Leadership	15	100%	24	95.8%	13	100%
School Psychology	3	100%	4	75%	5	40%
Educational Psychology	4	75%	14	85.7%	10	80%
Counseling	23	73.9%	28	75%	33	93.9%

Overall, majors in CLES degree programs are satisfied with their program. Between 83 and 99% of graduates during 2014-2018 reported they were either satisfied or very satisfied. Increases in enrollments had resulted in a downturn in satisfaction rates in Counseling and Educational Psychology. Adjustments have been made to address this issue and we are seeing improvements in both educational psychology and counseling. In School Psychology, the program went through a complete overhaul and one faculty member who contributed to dissatisfaction among students has been replaced. We are seeing subsequent increases in satisfaction rates in school psychology as a result.

Table 1 Student Learning Outcomes Comparison

MEd in Counseling (2017, 2018, 2019)

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±
2017	23	Praxis II– School Counseling	100%	WSU mean score, 173.26 was above the cut score 156. National pass rate not available Kansas pass rate not available
2018	26	Praxis II– School Counseling	100%	WSU mean score, 168.77 was above the cut score 156. National pass rate not available Kansas pass rate not available
2019	13	Praxis II– School Counseling	100%	WSU mean score, 170.38 was above the cut score 156. National pass rate not available Kansas pass rate not available

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±
2017	13 (BL) 15 (DL)	Praxis II School Leader Licensure Assessment (SLLA)	100% 100%	WSU mean score, 173.54 was slightly below the national mean 173.84 National pass rate = 92.94 WSU pass rate – 100% Kansas pass rate =98.11 WSU mean score, 169.4 was above the national average 167.6 National pass rate not available Kansas pass rate 86.44%
2018	13 (BL) 11 (DL)	SLLA	100% 91.67%	WSU mean 175.62 above national 173.84 National pass rate = 92.62 Kansas pass rate =97.38 WSU pass rate – 100% WSU mean score, 169.42 was above the national average 168.15 National pass rate not available Kansas pass rate 84.05%
2019	14 (BL) 8 (DL)	SLLA	100% 87.5%	WSU mean score, 177.07 was above the national mean 174.44 WSU pass rate =100 National pass rate =93.75 Kansas pass rate = 92.16 WSU mean score, 172.25 was above the national average 168.32 National pass rate not available Kansas pass rate 88.57%

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±
2017	0	Praxis II– School Psychology		
2018	7	Praxis II– School Psychology	100%	WSU mean score, 170.33 was above the cut score 147. National pass rate not available Kansas pass rate not available
2019	19	Praxis II– School Psychology	100%	WSU mean score, 173.8 was above the cut score 147. National pass rate not available Kansas pass rate not available

3. Use Table 3 and OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), 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 3d) to illustrate student satisfaction with the program and perceptions of program value.

The 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.

F. General Education

1. Does your program support the university General Education program? ☐ Yes ☒ No

   If yes, please complete the table below by listing the general education courses and noting which of the general education outcomes are addressed in the class. If no, skip this question.

Table 2 General Education Outcomes

Course	Results	Assessment Type	General Education Outcomes			
			Have acquired knowledge in the arts, humanities, and natural and social sciences	Think critically and independently	Write and speak effectively	Employ analytical reasoning and problem-solving techniques
Math 242: Calculus I	*2015: 96% passed* *2016: 87% passed* *2017: 96% passed*			*x*		*x*

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: http://www.aacu.org/value/rubrics/

2. Use Table 4 to further explain which goals of the *WSU General Education Program* are assessed in undergraduate programs (optional for graduate programs) and the results.

G. Concurrent Enrollment

1. Does the program offer concurrent enrollment courses? ☐ Yes ☒ No

If yes, provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
If no, skip to next question.

H. Credit Hours Definition

1. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18? ☒ Yes ☐ No

   If no, provide explanation.

I. Overall Assessment

1. Define the overall quality of the academic program based on the above information 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).

The five graduate degree programs offered in the Department of Counseling, Educational Leadership, Educational and School Psychology are rigorous and of high quality. Students have published with faculty members and presented at state, regional, and national conferences. All students in educational leadership engage in field research in local schools. Two students were awarded diversity scholarships through the Kansas Association for School Psychology. 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.

Part 4: Student Need and Employer Demand

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

	Employment of Majors*							
	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	Projected growth from BLS** Current year only.
2016-17								
EL	17	$62,471	91.7%	100%	0%	0%	n/a	
Ed Psych	1-5	$41,181	100%	75%	25%	0%	n/a	
Counseling	11	$41,857	96.4%	100%	5%	0%	n/a	
School Psychology	1-5	$48,375	100%	100%	0%	0%	n/a	
2017-18								
EL	13	$84,444	100%	100%	0%	0%	n/a	
Ed Psych	10	$35,857	100%	100%	0%	0%	n/a	
Counseling	33	$44,250	100%	95%	5%	0%	n/a	
School Psychology	5	$49,250	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)

A. 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. Also address students enrollment, degree production and employment outcomes for diverse students.

The demand for careers in the specializations offered through CLES graduate degree programs has remained steady over the past 3 years. The 10-year job growth rate for careers in our 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 master's and Doctoral degrees in Educational Leadership remained fairly consistent since the last program review with an average of 30 applicants, 26 of those being admitted, and 24 enrolling in the program. Most graduates of the master's 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 4%, which as fast as 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 7% for post-secondary administrators and 11% for post-secondary teachers which is much faster than average.

Demand for the master's degree in Counseling (School and Mental Health) has increased with 49 applicants each year, with 42 of those being admitted, and 36 students enrolling in classes. Graduates of this program pursue careers as school or career counselors in K-12 and post-secondary education and as mental health counselors working in private practice or agencies where mental health services for adults and children are provided. The projected growth rate for school counselors is 9%, for mental health counselors it is 22%, and for jobs in post-secondary teaching it is projected at 11%.

Demand for the master's degree in Educational Psychology has remained steady over the past three years, with an average of 13 applicants, 10 being admitted, and 8 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 master's degree in Educational Psychology work in private industry or become post-secondary teachers. The job growth rate for careers in Educational Psychology is 14% and 11% 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 increased slightly, with an average of 9 applicants, 9 being admitted, and 8 enrolling in the program. However, after making significant changes to the program, the current cohort for Fall 2019 is was over 60 students. The EdS in School Psychology prepares graduates to work as school psychologists in K-12 education. The job growth rate for careers in School Psychology is 14%

% Under-represented Minorities on Census Day: CLES

Year	WSU %	Counseling %	Ed Psychology %	Ed Leadership % MEd	Ed Leadership % EdD	School Psychology %
2014	9.9	11.1	12.5	9.1	12.9	0
2015	10.2	15.2	18.2	11.5	10.3	0
2016	10.7	17.6	17.9	16.7	13.3	0
2017	12.2	17.4	23.8	6.7	25	16.7

% Under-represented Minorities at Graduation: CLES

Year	Master's degree WSU	Master's degree Counseling	Master's degree Ed Psychology	Master's degree Ed Leadership	Doctoral degree Ed Leadership	Master's degree School Psychology
2014	10	35.7	0	10	14.3	0
2015	8.6	7.1	0	11.8	40	0
2016	9.9	8.3	40	8.3	0	0
2017	9.7	20	0	14.3	0	0

The CLES department is dedicated to increasing diversity and representation of under-represented minorities in all of its programs. We have striven to create a warm and inviting environment for students and faculty of color. Since the last program review the department has tried to increase hires of faculty of color to diversify

our programs, bring new perspectives, and increase representation of broader cultural values. Our current faculty include 3 Latina/o faculty, 5 international faculty, 2 African American faculty, and 7 White faculty members. In addition, we have sought diversify faculty and students with regard to disability status, gender identity, and sexual orientation. We have also reached out to diverse students through the office of diversity and inclusion and by making presentations to students at Wichita State and in the Wichita public schools to introduce students to our career paths. As a result, we have begun to see increases in for minority enrollment and graduation rates.

Part 5: Program Service

Analyze the service the Program/certificate provides to the ***discipline, other programs at the University, and beyond****. Complete for each program if appropriate.* ***Data tables 1, 2, 3 and 5a, b and c 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) can be used to partially address this section.*** *(Refer to instructions in the WSU Program Review document for more information on completing this section).*

A. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.

CLES student credit hour production has increased 23% from our last triennial report from 4,524 to 5,548 overall. More impressive is that although number of faculty FTE has remained stable, credit hour production of CLES faculty has increased 36% from 96.9 to 131.4.
CLES courses appeal to students from many other programs and majors. We have students from engineering, nursing, communications sciences, school of education, social work, and other programs in our courses. In addition, students within CLES often cross discipline boundaries to take courses in other programs. For example, educational psychology students take counseling or educational leadership electives and vice versa. Our programs also appeal to non-degree students who wish to engage in professional development or fulfill CEU requirements.

B. Provide a brief assessment of the service the Program/certificate provides to other university programs.

Program faculty offer two service courses for the School of Education Bachelor's degree in education program: CESP 334 Human Growth and Development: Introduction to Diversity and CESP 433 Learning, Assessment, and Evaluation Theory. Ten to fifteen sections of these courses are offered every semester. Faculty also offer special sections of CESP 701, Introduction to Educational Research for Nursing and Communication Sciences students and CESP 728 Human Development for Transition to Teaching Master of Arts in Teaching students. A new course, CESP 729 Early Childhood Human Development has been created for Master of Arts in Teaching students specializing in Early Childhood Education. CESP 750D – Engineering Writing is taken by graduate engineering students. CLES 801 Introduction to Educational Research is taken by master's students in the School of Education and may be taken by any graduate student on campus.

C. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.

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. Eleven of the faculty members 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.

Part 6: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(d) template.

A. Briefly summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.

Recruitment Efforts & Investment:
The CLES Department has undergone a great deal of change and growth since the last GEM report. The Department Head continued to challenge each program to design and/or implement a new vision and to consider making changes that would increase enrollment and eliminate barriers to admission. The CLES department engaged in a variety of recruiting initiatives. To replace retiring faculty, we have hired 3 counselor educators, an assistant professor of educational leadership, an assistant professor in Educational Psychology/Leadership to coordinate the new Higher Education/Student Affairs track, two school psychology faculty, and a full-time retention and enrollment specialist. These were all existing lines that replace retirements, except the HESA coordinator. This has been an exciting time of energy and rejuvenation. We still do not have an administrative assistant and many of us have taken on clerical tasks, however we are currently conducting a search for an CLES Administrative Assistant. We are set to experience severe budget cuts yet again but are determined to not lose any faculty positions. The full GEM report outlined the many recruitment and retention initiatives that the CLES department engaged in during the past 3 years. Highlights included:

1. CLES faculty and staff updated program webpages throughout the year. The department maintained an official Facebook page and several programs created their own Facebook pages and blackboard groups in order to post important departmental and professional events.
2. The department updated their alumni directory in order to more effectively communicate with graduates after they leave WSU. We are collecting home emails from current students in order to be able to follow up with students about employment and program satisfaction.
3. Graduate faculty attended graduate fairs, the KSDE conference, and spoke in classes to encourage undergraduates to apply for CLES programs. Updated flyers were developed and disseminated during a variety of events.
4. Two new undergraduate courses were developed and offered: PSYC/CLES 511: Introduction to School Psychology, and PSYC/CLES 512 – Exploring Careers in Educational Psychology to develop a conduit for increased undergraduate recruitment to CLES programs.
5. We created new pathways for WSU psychology undergraduates and Honors College students to directly apply and be accepted to School and Educational Psychology if GPA requirements are met with advisor recommendation.
6. Faculty visited schools and agencies such as COMCARE to encourage staff to apply to graduate school. We are working on developing grow-your-own affiliations with schools and agencies in order to meet agency and school needs and provide employment for our graduates.
7. Faculty met with prospective students whenever possible in order to encourage them to attend our programs. Advisement strategies were enhanced, and a program evaluation was completed (by the Educational Psychology students) to determine areas of strength, weakness and areas of improvement. A Graduate Enrollment and Retention Specialist was hired to facilitate student advisement and answer initial inquiries.
8. All programs updated their curricula to respond to market demands.

B. Discuss how graduate assistantships are being used to advance the GEM goals.

For decades, assistantships have been assigned to untenured faculty as graduate research assistants. Departmental assistantships are assigned in alignment with strategic plan goals and graduate enrollment management goal plans. Our students have presented at state and national conferences and published with faculty. We would like to be able to maintain our graduate assistantships to increase their exposure to research and to use assistantships as marketing tools, especially to recruit and retain diverse applicants, international students, and those with financial need.

C. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.

CLES Program Assessment (KBOR report) updates from 2015 report:
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 disciplines. The potential exists for continuing to expand programs and instructional modalities (e.g. hybrid, online, off campus).

Weaknesses:

1. 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 requires additional faculty resources and support. We have noticed a decrease in student satisfaction with advisement due to increased enrollment in the counseling program. 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. Clinical faculty are needed in professional fields and should be valued. Hiring faculty in School Psychology, Counseling, and Applied Behavioral Analysis is particularly difficult given shortages in the field.
1. Although we have more students from under-represented groups in our programs, many 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. – International enrollment has been down overall. We have increased representation from diverse and first-generation students. This is still a major goal for our programs.
2. There has been a slight decline in enrollments for the MEd in Educational Psychology and the Med in Educational Leadership, a trend we continue to take steps to address in the strategic plan. – Enrollments are up exponentially in School Psychology. We have developed an EdD track and a HESA masters track in Educational psychology in order to diversify and boost enrollment. Both programs launched in Fall 2019.
3. CLES offers many high-quality graduate degree programs, but marketing and student recruitment are left up to the program faculty. To address this issue, Grant Seymour was hired at first as a part-time enrollment specialist and then as full-time. He has been able to solve many of our advisement issues. Consideration should be given to hiring another

marketing/recruitment and advisor position. 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. We have crossed disciplines to create a sports counseling track, a HESA program track, and the Applied Behavioral Analysis Certificate. We are looking at potential collaborations with Spanish, gender studies, and communication sciences and disorders. We are launching a counseling track in Addictions and proposing a Student Athlete Mental Health Certificate. Our clinic will assist in many endeavors across CLES programs and will allow us to contribute to the larger Wichita community. In addition, CLES has secured the hiring of the first Latinx cluster hire and this will allow us to create new interdisciplinary offerings. Offering PhD programs in Counselor Education, School Psychology, and Educational Psychology would help enrollments and provide valuable applied learning and teaching experiences for students. 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 continues to be 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. We have moved the District Licensure Certificate program to an online format in order to compete. We have also hired a faculty member funded through online learning to provide courses for Educational Leadership and Educational Psychology. It will again be difficult for education-related programs to increase or even maintain enrollment given the fiscal crisis facing the State of Kansas with regard to educational funding. Educational leadership has been hard hit. Our programs have tried to adapt to make themselves much more appealing to the market. We have researched our competition and endeavored to create offerings that will meet the needs of the community. For example, as School Counselor demand decreases due to funding constraints, the need for agency counselors will increase. We therefore developed a Clinical Mental Health Counseling program. As expected, we saw increases in school psychology and counseling for Fall 2019 and increases in Educational Psychology the following year.

D. Summarize how the GEM plan is being updated going forward based on the findings above.

As a department, CLES has incorporated GEM planning as an ongoing activity. At least once annually, the department head meets with each program to devise plans for increasing enrollment and retention as well as to identify barriers for students such as financial costs, prohibitive and/or unnecessary prerequisites, time to completion, etc. Enrollment goals are included in the faculty review process as well to encourage and reward faculty for engaging in recruitment and service activities that lead to a positive climate for students. The CLES department has a strong relationship with the Graduate School and meets regularly with Graduate School personnel to discuss marketing strategy.

Part 7: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your college's enrollment goals.

A. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management including both recruitment and retention initiatives and activities.

N/A

B. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

N/A

Part 8: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

Complete the table.

Table 3 Changes made based on Previous Recommendations

Recommendation	Activity	Outcome
Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.	Department and college personnel committees met to update annual review and T&P policies and procedures in accordance with UNISCOPE	All faculty are evaluated using the UNISCOPE model, the new policies are reflected in this document. In addition, all prospective candidates are informed of the UNISCOPE model during their on-campus interviews.
For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.	Update GEM plan and incorporate campus strategic enrollment initiatives.	The current program review contains GEM goals that are tied to SEM initiatives.

Part 9: Program Goals from Last Review

Report on the Program's/certificate'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).

Complete the table.

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome	Status
	1. Increase enrollment and credit hours through expanding existing CLES programs and developing new ones.	Enrollment data & focus groups.	Counseling expanded into 4 tracks and developed 2 new Graduate Certificates; Educational Psychology created a Higher Education/Student Affairs track which enrolled over 30 students in its inaugural class; School Psychology Developed launched its 60 post-baccalaureate program and increased enrollment exponentially, Educational Leadership launched a graduate certificate program. The EdD in Educational Leadership created an Educational Psychology track which launched in Fall 2019. All programs removed unnecessary admissions criteria and barriers to enrollment and program completion. Even given the current COVID-19 situation, enrollments are up in all programs for Fall 2020.	Ongoing
	2. Develop opportunities for applied learning	Surveys, focus groups, conversations with community agencies and USD 259.	We are in the process of designing a counseling clinic to serve the needs of local children, families, and adults in the community. We aspire to create a multidisciplinary Learning lab where community members can receive tutoring (Educational Psychology),	In process Ongoing

			Psychological Assessments (School Psychology), and Counseling (Clinical Mental Health, and Play Therapy). Once the clinic facilities are complete, we will be able to pursue these goals. We are developing connections with community agencies to provide needs assessments and outcomes evaluations and provide field experiences for enrolled students. Our faculty are continually seeking external funding. Educational Leadership has recently secured a grant and we have several more being written and under review. Grants that allow students to participate in research and applied learning are particularly sought after.	Ongoing Ongoing
	3. Seek CACREP accreditation for Counseling Program	CACREP Standards & program data	The self-study was submitted, and a site visit is anticipated in Fall 2020.	

Part 10: Forward-facing Goals

Identify goal(s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)** and should be tied to the university and college strategic plans.

Complete the table.

Table 4 Forward Facing Goals for Program Review Period

Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound
Create an ABA master's degree program to meet needs of community	Yes - concrete	Yes – completed/not completed	Yes – courses exist	Yes, faculty expertise in place	No
Create PhD program in Educational Psychology with tracks in Counselor Education, School Psychology, and Learning Sciences.	Yes - concrete	Yes – completed/not completed	Yes – courses exist for EdD in Educational Psychology	Unsure – dependent upon GA resources for attracting students	Yes - Fall 2021
Reactivate the Center for Research & Evaluation Services	Yes - concrete	Yes – completed/not completed	Yes – students and faculty in EdD in Educational Psychology can be used	Unsure – dependent upon GA resources for attracting students	Yes - Fall 2021
Create new interdisciplinary tracks (Athletic Director, Special Education Administration, combined BL & DL) in the master's in Educational Leadership	Yes - concrete	Yes – completed/not completed	Yes – courses exist	Yes, faculty expertise in place	No
Strengthen efforts to attract candidates from underrepresented populations	Yes - Perform individual interviews with individuals employed in today's schools. Enhance recruitment efforts with the help of individuals from underrepresented populations. Broaden the relationship with CAS alumni and promote engagement with candidates.	Yes – completed/not completed	Yes – connections in place	Yes – faculty are willing	Yes, Fall 2020

Other Program Goals: Building Leadership:
To recruit and retain graduate candidates, increase diversity in enrollment, and provide new and improved programs and course offerings, the Educational Leadership Master's and Licensure program coordinator will take these actions over the next 12 months:

1. Working collaboratively with stakeholders, continue to incorporate more flexible and personalized online and hybrid options wherever possible for existing on-site master's and licensure courses;
2. Explore ways to further modify the cohort and curriculum structures and facilitate entry of new students at multiple points of the program;
3. Explore ways to expand the market reach of the master's and Licensure programs by developing customized practice courses.
4. There is no additional cost anticipated with the goals. Progress on these goals will be documented and assessed annually through stakeholder surveys and review of praxis, enrollment, and degree/licensure completion data.

Other Program Goals: District Leadership

1. Provide impeccable customer and value-added service with every district licensure program.
2. Partner with leadership organizations in the state to develop professional seminars to create opportunities for re-licensure and to develop additional credit hours for the university.
    a. The CAS Dean's office and CLES personnel have been actively working on providing seminars partnering with the United School Administrators of Kansas (USA).
    b. Following the implementation of leadership seminars with USA, partnering with other organizations like the Kansas Association of School Boards should be considered.
    c. Attending local, regional and state meetings of school leaders: This strategy continues to be used to promote and market the district licensure program. Attendance at these venues is vital in developing relationships with practicing professional leaders. Appearing at educational sponsored events will assist in facilitating the achievement of CAS Goal 4 strategy which is to develop relationships with educational agencies and other partners.
3. Strengthen efforts to attract candidates from underrepresented populations.
    a. Perform individual interviews with individuals employed in today's schools.
    b. Enhance recruitment efforts with the help of individuals from underrepresented populations.
    c. Broaden the relationship with CAS alumni and promote engagement with candidates.
4. Develop a Plan of Study for each individual who inquires about the district licensure program.
    a. Evaluate each inquiry to identify and remove potential problems or barriers to create solutions that promote enrollment.
    b. Prospective candidates will be contacted individually and as immediately as possible, preferably by phone, in person or using Zoom.

Other Program Goals: EdD in Educational Leadership

- Continue to attract students from diverse, interdisciplinary backgrounds. Doing so will require additional program resources, especially faculty and financial support to expand the program into untapped markets.

Other Program Goals: School Psychology

1. Develop a BCBA program which is integrated into the course sequence
2. Increase options for students to gain research experience
3. Determine difficulties that admitted students encounter in accessing info.
4. Increase diversity of students applying to and enrolling in the program

Other Program Goals: Educational Psychology

1. Increase program enrollments
2. Increase scholarly productivity among students and faculty
3. Applied research experiences for students
4. Establish community outreach
5. Enhance diversity experiences for faculty and students
6. Encourage diverse students to become part of the educational psychology program

Other Program Goals: Counseling

1. Achieve CACREP accreditation for the school and the clinical mental health counseling programs
2. Creation of a Human Interaction Skills certificate for non-counselors
3. Creation of telementalhealth coursework in response to COVID-19
4. CACREP Accredited Doctoral program in counselor education – this doctoral program may be a track in an interdisciplinary doctorate offered by the CLES department
5. Open CLES Counseling & Play Therapy Clinic

Provide any additional narrative covering areas not yet addressed.