

EXECUTIVE SUMMARY:
COMPREHENSIVE ASSESSMENT PLAN AND REPORT
2023-24

WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION

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The faculty in the Winona State University (WSU) Counselor Education program use various assessment processes to determine students': 1) readiness for the rigor of graduate studies, 2) development of knowledge, skills, and professional dispositions across the program to meet CACREP standards and learning objectives, 3) mastered competencies necessary to endorse students for counseling licensure, and 4) relevance of program curriculum to employed graduates and their employers in the field.

In addition to assessing students' development, the WSU Counselor Education Department (CED) faculty also assesses the admissions process, program curriculum, coursework, and program outcomes, including gathering feedback from our site supervisors, alumni, alumni employers, and regional partnering organizations. These assessment processes allow us to systematically improve programs within our department and maintain a high level of excellence.

The Comprehensive Assessment Plan and Report (CAPAR) has been prepared by Dr. Anquinetta V. Calhoun, Assessment Coordinator for the 2023-24 annual year on behalf of the WSU Counselor Education Program with support from Dr. Dawnette Cigrand, CACREP Liaison; and Casey Pronschinske, OAS. The data in this report was reviewed by the WSU Counselor Education Program Faculty. Goals and recommendations for continued improvement in 2024-25 will be included at the end of this report.

Overview of Winona State University Counselor Education Assessment Plan

Counselor Education				
	Entry/Admittance	Monitoring Growth	Exit/Graduation	Alumni Follow-up
GPA	-Undergraduate GPA (2.5 or higher)	-Maintenance of 3.0 GPA or better In Counseling program	-GPA of 3.0 or better - <u>Application to Graduate</u>	
Coursework	-Successfully completed undergraduate degree	- <u>Letter grade of "B"</u> or better in CE 601 and CE 660; -Counseling Competencies Scale (CCS) Target Scores in CE 658, 615 to monitor growth (See Section II.1.)	-Met Counseling Competencies Scale (CCS) <u>target scores</u> in CE 690 (site supervisor and university supervisor evaluations; See Section II.1.)	
Surveys		-Graduate Student Experience Survey		-COE Follow-up Survey
Student Artifacts	- <u>Entrance Application</u> (Form, Recommendations, GPA, and Writing Sample)	-Student coursework aligned to CACREP Core and Program Standards across curriculum	- <u>Capstone Project and Professional Presentation, or Thesis</u>	-Graduate Record Follow-up Reports
Evaluations	-Small Group and Large Group Screening Rubrics available upon request.	-Field Experience <u>CCS Evaluations</u> in CE 680 and CE 690 (Site and University Supervisors)	-Counselor Preparation Comprehensive Exam	-Alumni Employer Surveys

PART II: MONITORING STUDENT GROWTH IN COUNSELING PROGRAM

CACREP Standard 1.L.: Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

The Winona State University Counselor Education program holds admissions screenings two times per year. Most students attend one of the screenings on campus, but a virtual screening is offered for international students or other students with extenuating circumstances who would have difficulty traveling to the on-campus screening.

1. Relevance of Career Goals - All applicant's write a letter of application to the Winona State University Counselor Education Program. Counselor Education faculty score students on these applications using a 4-point scale, assessing for 'Structural Properties' and 'Fit for the Profession'.

2. Aptitude for Graduate-level Study - Along with the letter of application, aptitude for graduate college is determined by the Candidate's Cumulative Grade Point Average (GPA). Students below a 3.0 at times are allowed to enter with probationary status if extenuating circumstances exist, if applicant's most recent work shows evidence of aptitude and/or letters of application, and recommendations are exceptional.

3. Potential success in forming effective counseling relationships and respect for cultural differences – These two considerations are assessed in multiple ways, including: (a) scores and comments from at least three references, (b) small group interviews with faculty, and a (c) large group multicultural exercise with other candidates. Faculty use rubrics to score materials and exercises.

Data showing number of applications received, number of students offered admission, number enrolled at WSU, and their average GPA's can be found in Table 1. *GPA reported is cumulative GPA which may include undergraduate and graduate GPA.

TABLE 1: NUMBER OF APPLICANTS, OFFERED ADMISSION, ENROLLED AT WSU

	APPLICANTS	OFFERED ADMISSION	ENROLLED AT WSU	ADMITTED STUDENT GPA
Entering 2022	87	34	31	3.41
Entering 2023	58	51	41 [#]	3.37
Entering 2024	77	47	42	3.49

[#]39 students accepted; 2 students deferred until Fall 2024

PART II: MONITORING STUDENT GROWTH IN COUNSELING PROGRAM

CACREP Standard 4.B.: The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. (NOTE: Component (1) and (2) of Standard 4.B. are reported in Section I of this report. Component 3 of Standard 4.B is reported in Section III and IV of this report.)

Knowledge, skills, and dispositions of students are captured as follows:

(a) **KNOWLEDGE** – Student acquisition of knowledge is monitored through grade assignment in CE 601: Foundations of Counseling and CE 660: Theories of Counseling. Students who do not get a B or better in these courses may be put on a retention plan, may choose to seek a non-counseling Human Services Professional Master’s (HSPM) degree or are counseled out of the profession. Progress of students through their programs of study are also reviewed bi-annually during Student Review Day. Data collected on students’ knowledge assessed in course work is captured in Table 3. Students are also assessed on their comprehensive knowledge of the counseling profession through the Counselor Preparation Comprehensive Examination (CPCE Exam). CPCE scores are located in Table 5.

TABLE 2: STUDENT PROGRESS MONITORING IN PROGRAM COURSEWORK

YEAR ADMITTED	‘B’ or Better in 601	‘B’ or Better in 660	Retention Plan	Counseled Out/HSPM/Withdrawal
2021-22	33	24	0	4
2022-23	30	28	0	3
2023-24	40	36	0	5

(b) **SKILLS, PROFESSIONAL DISPOSITIONS** – Using the Counseling Competencies Scale (CCS-R; Lambie, Mullen, Swank, & Blount, 2015), faculty (F) assess students on their development of Primary Counseling Skills (Part 1), Professional Dispositions (Part 2) and Professional Behaviors (Part 3) using the CCS. Students receive scores from course instructors on Part 1 in CE 658: Microskills, and Parts 1 and 2 in CE 615: Group Counseling Theory and Practice. Scores are used formatively in these courses, but may impact course grades; therefore, lack of improvement on the CCS could impede students’ ability to be approved for practicum or internship.

During Practicum and Internship, students are assessed using the complete CCS measure by faculty (F) and site supervisors (SS). CCS-R Average scores by semester are detailed in Table 3. NOTE: these scores do not align by cohort in the table. Rather, these are the scores of students who took these courses in 2023-24 school year. Students scoring low may be asked to repeat the course or may be put on a retention plan.

- i. Semester 1 - CE 658
- ii. Semester 2 - CE 615
- iii. Practicum - CE 680
- iv. Internship - CE 690

TABLE 3: COUNSELING COMPETENCIES SCALE (CCS-R) AVERAGES

YEAR	CE 658 (F) (/60)			CE 615 (F) (/115)		CE 680 (F) (/115)		CE 680 (SS) (/115)		CE 690 (F) (/115)	
	Total Students	Midterm Average	Semester Average	Total Students	Average	Total Students	Average	Total Students	Average	Total Students	Average
2021-22	32	86	109	17	106	25	106	22	104	34	110
2022-23	31	82	95	12	106	19	107	19	104	18	93
2023-24	34	--	48	29	108	16	99	16	105	17	102

(F) = Faculty Scored (SS)= Site Supervisor Scored

YEAR	CE 690 (SS) (/115)	
	Total Students	Average
2021-22	41	105
2022-23	11	103
2023-24	17	108

TABLE 4.1: VITAL STATISTICS OF STUDENTS BY PROGRAM OF STUDY

PROGRAM YEAR	+	INDIGENOUS AM. IND/ ALASKAN	ASIAN/ PACIFIC ISLANDER	BLACK/ AFAM	LATINX/ HISP	2 OR MORE	WHITE	DISABILITY	TOTALS
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CMHC	M	F	M	F	M	F	M	F	M	F	M	F	M	F	CMHC
2020-21				1		3		2			11	59			76
2021-22				1		2		4		2	11	58			78
2022-23			1	2	1						6	24			34
2023-24															
CSCH	M	F	M	F	M	F	M	F	M	F	M	F	M	F	SC
2020-21			1			1	1	2			3	26			34
2021-22								1		1	4	15			21
2022-23											1	3			4
2023-24															
HSPM	M	F	M	F	M	F	M	F	M	F	M	F	M	F	HSPM
2020-21						1					1	5			7
2021-22											1	2			3
2022-23												1			1
2023-24															
CACC	M	F	M	F	M	F	M	F	M	F	M	F	M	F	CACC
2020-21		1						1			6	43			51
2021-22		1						2		2	4	31			40
2022-23^															
2023-24^															
2023-24 TOTALS			1	2	1						7	28			39^

^ data incomplete

The number of students identified as Transgender/Gender Non-conforming or as a Student with Disability are not reported here as aligned with ethical reporting recommendations of group representations lower than n=10.

TABLE 4.2: VITAL STATISTICS OF FACULTY IN 2023-24

FACULTY	Indigenous Am. Ind/ Alaskan Native		Asian/ Pacific Islander		Black/ AfAm		Latinx/ Hispanic		2 or more		White		Unknown		TOTALS
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	

Full-time				1		2					1	2			6
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Demographic characteristics of students are compiled annually for CACREP Vital Statistics Report. Students' reported gender, ethnicity and program of study are aggregated in Table 4.1 by year. Faculty demographics are reported in Table 4.2.

ABBREVIATIONS KEY for Tables 4.1 and 4.2:

CMHC – Clinical Mental Health Counseling Program
CSCH – School Counseling Program

HMSP - Human Services Professional Master's (non-CACREP)
CACC – Addictions Counseling Certificate Program (non-CACREP)

Indigenous Am. Ind/Alaskan – American Indian
or Alaskan Native

Asian/Pacific Islander

Black/AfAm – Black or African American
2 or more - Bi-racial or Multi-racial

Latinx/Hispanic – Latinx or Hispanic
Unknown or Unreported

F- Female

M – Male

PART III: EXIT/GRADUATION AND FOLLOW UP

CACREP Standard 4.B.: The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. (NOTE: Component (1) and (2) of Standard 4.B. are reported in Section I of this report. Component 3 is reported in Section III and IV of this report.)

(1) Student Assessment of Knowledge - In addition to monitoring of grades in specific courses, CE students complete the Counselor Preparation Comprehensive Examination (CPCE/"Comps") to show evidence of comprehensive knowledge acquisition gained in their program of study toward the completion of it (typically last semester of program). If students take the exam twice and do not pass, they must take written exams. Students who fail to pass the written exam can choose to graduate with a Human Services Professional Master's degree, (HSPM) which is a non-counseling degree by completing a Capstone Project or another approved project.

TABLE 5: CPCE SCORES AGGREGATED BY STUDENT GROUPS BY SEMESTER VS. NATIONAL AVERAGE

Term	Number WSU Students Completing Exam	WSU CPCE Average (≠)	CPCE National Average (≠) (CPCE "Exit Scores" used)
Summer 2021	3	81.3	82.5
Fall 2021	20	82.5	81.0
Spring 2022	11	84.6	88.2
Summer 2022	4	52.8	84.1
Fall 2022	19	83.6	81.2
Spring 2023	12	83.8	84.8
Summer 2023	3	95.0	83.4
Fall 2023	17	87.5	81.5
Spring 2024	8	88.8	86.6

(2) Once students complete all coursework with a cumulative GPA of 'B' or better, pass comprehensive exams and complete a Capstone project, they are eligible for graduation. Table 6.1 represents Winona State University's graduates, disaggregated by program track. Table 6.2 reports the completion rate of students based on number of students who enter the program and complete it in 3-5 years. ^Students who do not complete may have chosen another major (e.g., HSPM), did not complete program requirements successfully, or decided not to pursue counseling as a profession.

TABLE 6.1: NUMBER OF STUDENTS WHO GRADUATE BY PROGRAM BY FISCAL YEAR

Program	FY2022	FY2023	FY 2024
CMHC	16	10	17
CSCH	10	8	2
HSPM	2	3	1
CACC	^	^	^
TOTAL CACREP *	26	17	19
TOTAL MASTER'S**	27	21	20
Degrees and/or Certificates awarded OVERALL TOTAL#	57	^	^

*TOTAL CACREP = CMHC + SC

**TOTAL MASTER'S DEGREES AWARDED = CMHC + SC + HSPM

#OVERALL TOTAL = CMHC + SC + HSPM MASTER'S DEGREES + ACCP COMPLETERS

^INCOMPLETE DATA

TABLE 6.2: COMPLETION RATE OF STUDENTS BY PROGRAM

Program	Enrolled Fall 2019	Completed in 5 years	Completion Rate
Mental Health Counseling	21	17	81%
School Counseling	8	8	100%
Human Services Professional	4	4	100%
Addictions Counseling Certificate	^	^	^
Totals	33^	29^	88%^
^incomplete data			

TABLE 6.3: LICENSURE EXAM PASS RATES BY PROGRAM

Program	% Passed* 2023-24
Mental Health Counseling	100%
School Counseling	100%

*students' self-report licensure exam rates when taken

**TABLE 6.4: JOB PLACEMENT RATES OF COUNSELOR EDUCATION GRADUATES
(Part-time & Full-time)**

Employment Type	Spring 2023*
Employed Full-time	90%
Employed Part-time	4%
Employed in another field	6%

*Placement indicates job acquisition based on bi-annual alumni reports (2023).

PART IV: PROGRAM REVIEW AND MONITORING

CACREP Standard 4.C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.

Winona State Counselor Education reviews programs by collecting data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates, including: (a) annual current student input using the Counselor Education Assessment Day Survey, (b) site supervisors assessment of students and their relationship with WSU faculty in field placements with the Site Supervisor Survey, (c) gathering feedback from alumni of the program using the Advanced Programs Follow Up Survey, and (d) tapping the perspectives of employers of alumni who completed the program using the Employer Survey. This data is reviewed bi-annually at WSU Counselor Education Advisory Board (CEDRAB) meetings.

A. Counselor Education students are surveyed by WSU Institutional Planning, Assessment and Research (IPAR) in the Spring of each year. Data for AY 2023-24 is incomplete at this time.

CACREP Standard 4.B.: The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. (NOTE: Component (1) and (2) of Standard 4.B. are reported in Section I of this report. Component 3 is reported in Section III and IV of this report.)

B. The Site Supervisor Online Training Module and Site Supervisor Follow Up Survey

Counselor Education Department **Practicum/Internship Student Evaluation of Site and Site Supervisor**

PART I

INSTRUCTIONS: Please carefully read the following items and evaluate your practicum/internship field experience and site supervisor.

Mark the number that most closely parallels your overall practicum/internship field experience and experience with your site supervisor.

5 = Mostly satisfied (I was satisfied 80% or more of the time.)

4 = Somewhat satisfied (I was satisfied most of the time, more than 60% of the time.)

3 = Neither satisfied or dissatisfied (About equal amounts of satisfaction and dissatisfaction.)

2 = Somewhat dissatisfied (I was dissatisfied much of the time, about 60% of the time.)

1 = Mostly dissatisfied (I was dissatisfied more than 80% of the time.)

N/A = Not applicable or Unable to assess

NOTE: Please provide additional information in the Additional Comments section (especially pertaining to a score of 1 or 2).

Evaluation of Site							
1	The kind of setting provided was appropriate to my needs and interests.	5	4	3	2	1	N/A
2	The expectations of my site were adequately defined between the site and me.]						
3	The school/agency was prepared for me to start at their site on my first day.						
4	The school/agency prioritized my field experience.						
5	My placement provided an onboarding or orientation regarding operations of a school/agency.						
6	My field experience significantly increased my knowledge of my counseling role in a school/agency .						

7	I was given adequate opportunities to participate in a variety of counseling activities aligned with my role.						
8	I worked with a variety of client types.						
9	I worked with clients commensurate with my development as a counseling trainee.						
10	I was able to gain counseling experiences with a sufficient number of clients.						
11	I was provided with a sufficient opportunity to perform group counseling.						
12	I received sufficient orientation and training on my site's emergency protocols.						
13	The experiences I was provided were relevant to my career goals.						
14	I was provided adequate and private space to complete my assigned work.						
15	Staff and office resources were available for me to use as needed.						
16	The staff's attitude towards me was professional and welcoming.						
17	The use of current technology for delivery and enhancement of services was supported and enriched by my site.						
18	I felt comfortable in my fieldwork setting.						
19	All personnel consistently demonstrated professional and ethical behavior.						

INSTRUCTIONS: In the next section, please use the Likert scale below to rate all applicable experiences which you had at your site.

5 = Mostly satisfied (I was satisfied 80% or more of the time.)

4 = Somewhat satisfied (I was satisfied most of the time, more than 60% of the time.)

3 = Neither satisfied or dissatisfied (About equal amounts of satisfaction and dissatisfaction.)

2 = Somewhat dissatisfied (I was dissatisfied much of the time, about 60% of the time.)

1 = Mostly dissatisfied (I was dissatisfied more than 80% of the time.)

N/A = Not applicable or Unable to assess

EXPERIENCES YOU MAY HAVE HAD AT YOUR SITE							
	Individual counseling						
	Group counseling						
	Consultation with other counselors or mental health professionals						
	Career counseling						
	Testing (formally with recognized testing instrument)						
	Informal evaluation/Intake interview						

INSTRUCTIONS: Please carefully read the following item and choose among the 3 options to complete the sentence.

YOUR OVERALL VIEW OF YOUR FIELDWORK SITE
I would _____ this fieldwork site to another practicum/internship student. (Recommend, Recommend with Reservations, Not recommend) [choose one to complete this sentence]

PART II

INSTRUCTIONS: Please carefully read the following items and use the Likert scale below to evaluate your practicum/internship site supervisor.

5 = Mostly satisfied (I was satisfied 80% or more of the time.)

4 = Somewhat satisfied (I was satisfied most of the time, more than 60% of the time.)

3 = Neither satisfied or dissatisfied (About equal amounts of satisfaction and dissatisfaction.)

2 = Somewhat dissatisfied (I was dissatisfied much of the time, about 60% of the time.)

1 = Mostly dissatisfied (I was dissatisfied more than 80% of the time.)

N/A = Not applicable or Unable to assess

Evaluation of Site Supervisor							
1	My site supervisor treated me as an individual with respect for my specific circumstances.	1	2	3	4	5	N/A
2	My site supervisor met with me at the established time(s) and for at least 1 full hour each week.						
3	My site supervisor provided appropriate structure for our supervision sessions.						
4	My site supervisor helped clarify objectives for the counseling sessions I lead or co-lead.						
5	My site supervisor modeled development of appropriate intervention or treatment plans and setting therapeutically-relevant goals with each client.						
6	My site supervisor helped me recognize how my personal style influences clients.						
7	My site supervisor regularly provided me with constructive feedback on my counseling performance.						
8	My site supervisor regularly provided me with constructive, non-punitive feedback about my knowledge, skill, and professional behaviors related to my counseling work.						
9	My site supervisor regularly provided feedback about my strengths and growth areas related to my integration of knowledge, skill, and professional behaviors in my counseling work.						
10	My site supervisor collaborated with me to identify clear goals by which my progress could be assessed.						

11	My site supervisor checked in with me on my progress toward goals for improvement.						
12	My site supervisor created an open climate where I felt comfortable disagreeing with them.						
13	My site supervisor helped me increase my level of self-efficacy as an emerging counseling professional.						
14	My site supervisor shared their relevant professional experiences with me.						
15	My site supervisor provided me with useful resources (e.g., books, articles, etc.).						
16	My site supervisor was knowledgeable of current scholarship pertinent to the work at my site.						
17	My site supervisor and I regularly discussed the purpose of assessments and why they were selected.						
18	My site supervisor observed me in a variety of counseling-related activities.						
19	My site supervisor reviewed documentation (e.g., case notes, DA's, communications to parents) and provided corrective feedback when needed.						
20	My site supervisor was available and accessible to me during emergency situations.						
21	My site supervisor operated with high ethical and professional standards and provided guidance on my development of ethical practice.						
22	My site supervisor is knowledgeable about and open to discussing multicultural issues and initiated discussions on these issues and multicultural competence.						
23	My site supervisor broached multicultural issues of clientele (e.g., spirituality/religion, sexual orientation, race/ethnicity, discrimination/bias, microaggressions, immigration status, disability, etc.) during supervision sessions.						
24	My site supervisor broached multicultural issues <u>in the supervisory relationship</u> (e.g., spirituality/religion, sexual orientation, race/ethnicity, discrimination/bias, microaggressions, immigration status, disability, etc.) in supervision sessions.						
25	When appropriate, my site supervisor helped me access community resources to benefit the client.						

INSTRUCTIONS: Please carefully read the following item and evaluate your overall view of your site supervisor.

OVERALL VIEW OF SITE SUPERVISOR	
I would _____ this fieldwork site supervisor to another practicum/internship student.	
(Recommend, Recommend with Reservations, Not recommend) [choose one to complete this sentence]	

PART III (1 & 2 required)

INSTRUCTIONS: Please add your specific thoughts and feelings about your field placement this semester.

1. Please list 3 therapy approaches, techniques, interventions, or therapeutic insights that this site supervisor helped you to develop over the course of this semester.
2. In your opinion, what would make this a strong(er) site for future practicum/internship students?
3. Please use this area for additional Comments, score Explanations, or recommendations.

TABLE 7.1: ADVANCED PROGRAMS GRADUATE FOLLOW UP SURVEY (SPRING 2023) N=49

Pillars	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
Scholarship						
Regularly use evidence-based strategies in their profession	0	2%	0	22%	25%	43%
Use data to support decision-making processes in their profession.	2%	0	6%	14%	29%	41%
Leadership						
Is adequately prepared to lead collaborative efforts that ensure the ongoing growth and development of B-12 learners?	2%	6%	0	14%	33%	45%
Has developed the knowledge and skills needed to be a leader in their profession?	2%	2%	4%	8%	43%	39%
Responsiveness						
Acquired the discipline-specific knowledge and skills to do their work effectively?	0	0	4%	14%	37%	45%
Meets the needs of students/clients through collaboration with professional, familial, community, and societal systems that support them?	0	0	4%	12%	37%	47%
Advocacy						
Is able to recognize and engage in situations requiring a social justice response?	2%	2%	6%	14%	22%	49%
Has a significantly enhanced toolbox with which to ethically respond to social justice concerns?	0	2%	8%	20%	31%	35%
Reflection						
Engage in reflective practice that results in continuous and effective improvement in your professional role?	0	0	2%	14%	33%	51%
Regularly reflect on and evaluate your dispositions toward maintaining a positive B-12 learning environment?	0	0	6%	12%	29%	53%

TABLE 7.2: ADVANCED PROGRAMS EMPLOYER SURVEY (SPRING 2023) N=12

Pillars	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
Scholarship						

Regularly use evidence-based strategies in their profession	0	0	0	17%	17%	50%
Use data to support decision-making processes in their profession.	0	0	0	17%	25%	42%
Leadership						
Is adequately prepared to lead collaborative efforts that ensure the ongoing growth and development of B-12 learners?	0	0	8%	17%	42%	33%
Has developed the knowledge and skills needed to be a leader in their profession?	0	0	8%	25%	42%	25%
Responsiveness						
Acquired the discipline-specific knowledge and skills to do their work effectively?	0	0	0	17%	33%	50%
Meets the needs of students/clients through collaboration with professional, familial, community, and societal systems that support them?	0	0	17%	0	33%	50%
Advocacy						
Is able to recognize and engage in situations requiring a social justice response?	0	0	0	8%	58%	33%
Has a significantly enhanced toolbox with which to ethically respond to social justice concerns?	0	0	0	42%	33%	25%
Reflection						
Engage in reflective practice that results in continuous and effective improvement in your professional role?	0	8%	0	8%	33%	50%
Regularly reflect on and evaluate your dispositions toward maintaining a positive B-12 learning environment?	0	0	8%	17%	25%	50%

PART V: OVERALL RECOMMENDATIONS FROM WSU COUNSELOR EDUCATION DEPARTMENT BASED ON ASSESSMENT REPORT

This report is reviewed bi-annually at CEDRAB Advisory Board meetings. Yearly goals and recommendations from these meetings are discussed in Section V summary statement (added after bi-annual meetings).

Program Goals	Assessment Method	Data Reviewed and Findings	Action Plan
GOALS for 2023 – 24			
Goal 10: Approval to recruit and replace faculty retirement to maintain or increase program enrollment	6-month review	Spring 2024	Garner Dean support, market on digital platforms—CSNET, The Chronicle, Higher Ed
GOALS for 2022 – 23			
Goal 6: Maintain progress on Goals 1-5	Annual Assessment Day Survey	Fall 2023 Update:	Continue program additions (Reorientation, Grad Prep Night, individual advisement) Develop strategies for increasing understanding of procedures for Practicum, Internship & Licensure. <ul style="list-style-type: none"> ▪ Host a (reorientation) practicum orientation, Dec. 11 (hyflex) ▪ Hard copy of field placement handbook, signature receipt
Goal 7: Increase overall enrollment by 15; increase school counselor program enrollment by 15 (recommit to Goal 3)	Annual Assessment Day Survey	Fall 2023 Update:	Increase and target outreach through regional university contacts, continue marketing campaign Marketing campaign has been revised and refocused for 2023-24 (campaign plan attached).

Goal 8: Survey Student Wellness with Pre- and Post-test	Midterm Pre- and Post-Tests	Spring 2023	Post-test will be administered during spring midterm
Goal 9: Increase Site Supervisor assessment completion; limit skipped responses, including narrative summaries	Review of completed fieldwork assessments	End of semesters: Fall 2022, Spring 2023, Summer 2023 Update:	Require and monitor supervision completion of training module; review assessment completion with supervisors during initial site meeting A new training module has been created and the survey has been revised and included in this report.
2018 GOALS			
Goal 1: To increase current students' understanding of their respective program of study requirements and expectations.	Annual Assessment Day Survey	<p>2018 Baseline Data: On the Assessment Day Survey, 21% of CE students reported goals and objectives in the program handbook were clear.</p> <p>2019 Data: 4.4 % (n=2/45) students reported in the Annual Assessment Day Survey that reported the handbook did not answer their questions about the program.</p> <p>1/45 (2.2%) students did not feel the goals and objectives in the handbook were clear.</p> <p>Thus, these goals have been met. Continue practices and monitor.</p>	<p>Start: None Continue (2020):</p> <p>a. (2018) Ensure all students in CE 601 will receive the CE Handbook in Fall of 2019 in Orientation.</p> <p>b. (2018) 100% of faculty will upload the CED handbook onto their class D2L.</p> <p>c. (2019) All students in CE 601: Foundations of Counseling will get an overview of the CE Handbook as a part of the curriculum.</p> <p>d. (2019) All entering students will be required to turn in the signature page and complete an assignment related to the CE Student Handbook in CE 601: Foundations of Counseling</p> <p>Stop: None</p>
Goal 2: To ensure students have the opportunity to take courses and complete their degree in timely manner.	Annual Assessment Day Survey	2018 Baseline Data: 25% (n=8/32) of CE students responded with Strongly Disagree or Disagreed with the following prompt, "I have been able to take the	<p>Start: Monitor course max enrollments in Fall and Spring to determine need for additional summer course offerings.</p> <p>Continue (2020):</p>

		<p>courses I need in a timely manner”.</p> <p>2019 Data: 11% (n=5/45) of students reported they Strongly Disagreed or Disagreed with the following prompt, “I have been able to take the courses I need in a timely manner”.</p> <p>This is a significant increase in their assessment of course availability allowing them to complete the program in a timely manner. Goal met, continue to monitor.</p> <p>2020-21 Update:</p>	<p>a. (2019) 100% of entering students will complete an electronic program plan with their advisor to ensure course planning and improve completion rates by November 1 of each year</p> <p>b. (2019) monitor student program completion rates annually using the CACREP Vital Statistics data.</p> <p>Stop: None.</p> <p>CED switched from EPP to Grad Planner documentation for course planning with advisors during enrollment in CE 601</p>
<p>Goal 3: Recruit and retain 45 to 54 Master’s Program students from enrollment to graduation with each entering cohort.</p>	<p>IPAR Cohort and Degree Completion Data</p>	<p>2019 Baseline Data: Current incoming cohort is 35 students; 73 were screened, and 53 were offered admission.</p> <p>2020 Data: Current incoming class is 31 students; 63 were screened, and 46 were offered admission. (NOTE: COVID Pandemic).</p> <p>Decline survey noted 9/10 students who did not attend WSU chose to attend another regional university (mostly WI or MN). Delivery format was most noted issue.</p> <p>Continue to identify strategies to improve recruitment efforts.</p>	<p>Start:</p> <p>a. Due to unmet student recruitment goals, the CED will work with graduate marketing and recruitment coordinator to develop a concrete recruitment plan in 2020-21.</p> <p>Continue:</p> <p>a. Work with Graduate Recruitment and Admissions Advisor to develop strategies to recruit additional students.</p> <ul style="list-style-type: none"> • 2018-19 Faculty met with recruitment coordinator to present accurate information at Graduate Events. • 2019-20 Department faculty revised recruiting materials and

			<p>website.</p> <p>b. Faculty will call all students who are offered admission after screening to ask them if they have any program questions.</p> <ul style="list-style-type: none"> •2020-21 Continue with this goal. <p>c. Continue to arrange graduate assistant visits to undergraduate helping professions classes.</p> <ul style="list-style-type: none"> •2018-19 Graduate assistants visited 27 undergraduate classes to tell them about the CED programs of study •2019-20 Graduate assistants and student volunteers will go to helping professional classes and promote the program. <p>d. Survey students who came to screening but chose not to come to WSU.</p> <ul style="list-style-type: none"> •2018-19 Faculty were assigned to call all students after being accepted. Survey yet to be created. •2019-20 WSU Assessment Coordinator will create a survey to check in with students who did not attend WSU, but who were invited on campus screening. <p>e. Transition to an online application process for applicants to make it easier to apply to Counselor</p>
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<p>Goal 4: Increase students understanding of the key performance indicators (e.g., Capstone and Comprehensive Exam processes) to exit the program successfully.</p>	<p>Annual Assessment Day Survey</p>	<p>2018-19 Baseline data: 35% (9/26) students did not agree or strongly agree that they understood the Capstone Project.</p> <p>2018-19 Baseline data: 36% (10/26) students did not agree or strongly agree that they understood the comprehensive exam procedure.</p> <p>2019-20 data: 18% (8/45)</p>	<p>Start:</p> <p>a. 2020-21 Include discussion of Capstone and Comps in re-orientation during CE 660, including a quiz starting in 2021.</p> <p>Continue:</p> <p>a. Include information about CPCE exam process & Capstone project in the CE e-newsletter no less than 3</p>

		<p>students did not agree or strongly agree that they understood the Capstone Project.</p> <p>2019-20 data: 18% (8/45) students did not agree or strongly agree that they understood the comprehensive exam procedure.</p> <p>See also Goal 4 Tables below</p> <p>While this is an improvement, CED will continue to identify strategies to improve understanding of these processes by focusing on them in CE 660.</p> <p>2020-21 Update:</p>	<p>times per semester; and</p> <p>b. Offer re-orientation earlier in the spring semester in each year, and upon completion of the re-orientation session, students will take a quiz to check for student understanding.</p> <p>c. Faculty will mention the CPCE & Capstone in every class, at the beginning of each semester and during advising sessions.</p> <p>Concerns about Capstone Presentations Expectations were reduced from 18% in 2020 to 15% in 2021. However, concerns about Comprehensive Exam procedure increased from 18% in 2020 to 23% in 2021.</p>
Goal 5: Improve students' understanding of licensure processes before they graduate.		<p>2019-20 Baseline data: Currently, 9% of students are unclear about the licensure process; we expect to bring this number to below 5%.</p>	<p>Start:</p> <p>To mitigate the confusion about the licensure process based the CED will:</p> <p>a. create a handout about licensure application processes in Minnesota and Wisconsin for school and clinical mental health program graduates, which will be distributed in internship;</p> <p>b. use the Tevera program options so that students have access to</p>

		<p>2020-21 Update:</p>	<p>information for licensure for life. Continue: Discuss licensure processes in program specific courses (CE 645: School Counseling Practice and CE 652: Treatment Planning).</p> <p>Concerns or confusion about Licensure requirement were reduced from 9% in 2020 to 4% in 2021 meeting the 2020 goal.</p>
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