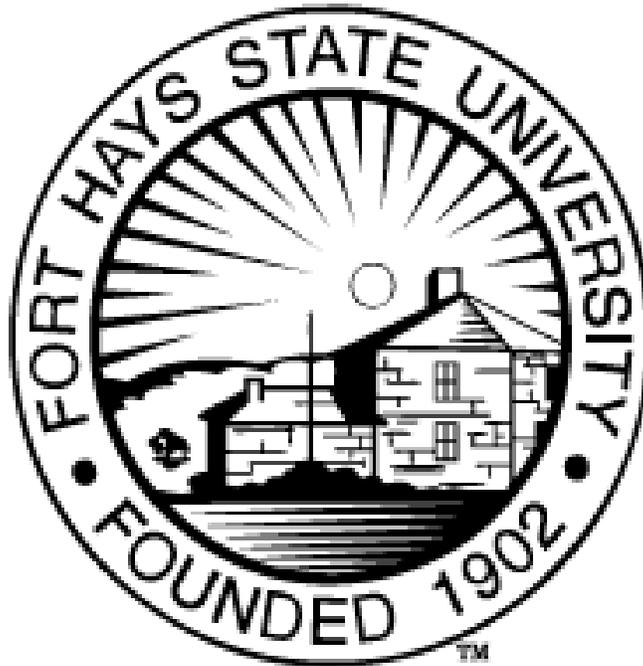


Fort Hays State University
College of Education
Department of Advanced Education Programs
MS in Counseling
Annual Assessment Evaluation 2018-2019



2018-2019 Faculty, Staff and Student Assistants

Faculty from the past year and Current

Full-Time (Tenure Track)

Dr. Reade Dowda

Dr. Elliot Isom

Dr. Linda Hart

Dr. Gina Wilson (2016-2018)

Dr. Shannon Williams (2017-2018)

Non-Core Faculty

Full-Time (Instructor)

Mr. Brian Weber

Adjunct Instructors

Dr. Lisa Grubbs

Dr. Lydia Fox

Dr. Roxanna Oloumi-Johnson

Dr. Kenton Olliff

Mrs. Kristin Simoneau-Wright

Mrs. Jennifer Pfeiffer

Dr. Sarah Lancaster

Mr. William Burns

Practicum/Internship Coordinator

Mr. Shawn Henderson (Departure)

Faculty Departures and Additions for 2019-2020

Dr. Kenton Olliff

Dr. Sarah Lancaster

Dr. Linda Hart (Departure)

MS in Counseling Assessment Plan

Knowledge in Core Counseling Curriculum

Objective Description and PLOs/SLOs	Primary Learning Setting	Evaluation Data 1	Evaluation Data 2	Evaluation Data 3
To prepare counselors to identify the philosophy, trends, ethics, and professional standards of the counseling profession, and understand the contextual dimensions of the clinical mental health and school counseling professions. (A.1-B.8; PLO 1)	COUN 831 Foundations of Counseling COUN 847 Professional and Ethical Issues in Counseling	KPI 1a KPI 1b	CPCE – C1 Professional Orientation and Ethical Practice	Site Supervisor Survey & Evaluation Employer Survey
To prepare counselors to differentiate social and cultural characteristics across diverse groups, identify theories and models of multicultural counseling, and will understand the impact of diverse clients and the counseling process. (C.1-C.8; CMHC PLO 2)	COUN 840 Social and Cultural Foundations	KPI 2	CPCE – C2 Social and Cultural Foundations	Site Supervisor Survey & Evaluation Employer Survey
To prepare counselors to relate theories of human development to the counseling practice, and design developmentally appropriate counseling interventions. (D.1-D.8; PLO 3)	COUN 829 Lifespan Human Development	KPI 3	CPCE – C3 Human Growth and Development	Site Supervisor Survey & Evaluation Employer Survey
To train counselors to identify the major theories of career development, and apply the concepts of career counseling.	COUN 832 Lifestyle and Career Development	KPI 4	CPCE – C4 Career Development	Site Supervisor Survey & Evaluation Employer Survey

(E.1-E.8; PLO 4)				
To train counselors to make and use observations of the helping relationship, and apply the concepts of counseling skills to work effectively with individuals possessing diverse characteristics and strengths. To prepare counselors to identify and apply the major counseling theories. (F.1-G.8; PLO 5)	COUN 827 Counseling Skills Development	KPI 5a KPI 5b	CPCE – C5 Helping Relationships	Site Supervisor Survey & Evaluation Employer Survey
To prepare counselors to identify the major techniques and theories of the group counseling process, and apply the concepts of group counseling. (H.1-H.7; PLO 6)	COUN 838 Group Counseling: Theories and Procedures	KPI 6	CPCE – C6 Group Work	Site Supervisor Survey & Evaluation Employer Survey
To train counselors to identify the major assessment instruments innate to clinical mental health counseling, legal and ethical use of assessments, and show their ability to apply the use of assessment techniques. (I.1-I.10; CMHC PLO 7)	COUN 834 Appraisal in Counseling	KPI 7	CPCE – C7 Assessment	Site Supervisor Survey & Evaluation Employer Survey
To prepare counselors to apply best practices of research and program evaluation. To train counselors to critique and contribute to research in counseling. (J.1-J.8; PLO 8)	AEP 803 Educational Research	KPI 8	CPCE – Research and Program Evaluation	Site Supervisor Survey & Evaluation Employer Survey

Knowledge, Development, and Demonstration of Counseling Specialty Area

Objective Description and PLOs/SLOs	Primary Learning Setting	Evaluation Data 1	Evaluation Data 2	Evaluation Data 3
<p>To prepare counselors to assume the roles of their specialization area by training counselors to understand, identify, and practice counseling in the areas of school or clinical settings. (K.1-M.12; SC PLO 2 & 7; CMHC PLO 9)</p>	<p>COUN 854 Advanced Counseling Skills</p> <p>COUN 836 Management of Counseling Programs</p>	<p>Level 1 Specialty KPI</p>	<p>Level 2 Specialty KPI</p>	<p>Level 3 Specialty KPI; Site Supervisor Evaluation</p>
<p>To develop the ability, through practicum and internship experiences, to integrate knowledge and skills for competent counseling practice.. (L.1-L.8; N.1-N.8)</p>	<p>COUN 877 Practicum: Clinical Mental Health</p> <p>COUN 878 Practicum: Elementary</p> <p>COUN 879 Practicum: Secondary</p> <p>COUN 889 Internship in Counseling</p>	<p>Level 3 KPI</p>	<p>Site Supervisor Evaluation University Supervisor Evaluation</p>	<p>Site Supervisor Evaluation</p>

Knowledge, Development, and Demonstration of Professional Counseling Dispositions			
Objective Description and PLOs/SLOs	Primary Assessment Setting	Evaluation Data 1	Evaluation Data 2
To develop, through self-reflection and critical thinking, a further self-awareness and understand roles in the counseling process. Develop a personal counseling orientation and ability to assume roles as advocates in the field while maintaining professionalism throughout the program and as future professional counselors.	<p>Before entering the Counseling Program.</p> <p>Across all courses of the Counseling Program.</p>	Initial Program Interview	Professional Performance Review

Overview of Program Evaluation

The Program Evaluation and Assessment Process is overseen by the program's core faculty. All program faculty are involved and staff listed are involved in the evaluation process. The plan of evaluation is systematic and continuous from year to year. A combination of assessments are used throughout the academic year. The annual assessment of current students includes evaluation of academic learning, based upon performance on assessments aligned to student learning outcomes; and, professional and personal development translating to outcomes in development of professional identity, adherence to ethical and legal issues, and multicultural competency. All faculty members evaluate the program's curriculum, coursework, admission process, and current student activity. Site supervisors evaluate student preparation and student professional practice during Practicum and Internship. Graduates are evaluated through employer evaluations of employees.

Stakeholders: faculty, staff, students, alumni, employers, and site supervisors are all involved in the evaluation and assessment process. The overall process consists of the following key data collection points and evaluations.

School and Clinical Mental Health Counseling Systematic and Developmental Assessment of Individual Students

1. **Screening of Applicants** – The screening of applicants involves an initial paper review of application materials: Academic transcripts, 2 letters of recommendation, a personal statement reflecting goals, demographics questionnaire, and a background check. Qualified applicants are interviewed face-to-face and are rated for suitability to program.
2. **Initial Advising** – The initial advising session occurs once a student has been fully admitted to a program. The faculty advisor and student collaborate to build a program of study that meets the student's academic goals. Further, the student completes an orientation where they are introduced to the program requirements.
3. **Professional Performance Review** – The scale is used to evaluate a student's personal development alongside their academic and professional performance during each course throughout the program. The review is used to make decisions related to remediation and continuance in the program. The measure is completed at the end of each course by the instructor overseeing the course.
4. **Review and Retention** – The review and remediation focused retention discussions occur monthly at faculty meetings. Faculty review a number of indicators to discuss concerns related to student progression in the program. Summer reviews are conducted on an as needed basis.
5. **Student Learning Outcomes** – Student performance in the program are assessed using a number of student learning outcome assessments in core courses, specialty courses, and field experience courses.

Evaluation of Program Mission, Objectives and Student Learning Outcomes

6. **Faculty Member Reviews** – The faculty routinely review curriculum from the lens of accreditation, licensure and assessment of student learning outcomes. Faculty reviews of curriculum occur during our monthly meetings and during College of Education data retreats.
7. **Advisory Board** – curricular discussion from the standpoint of accreditation, licensure, and assessment of student learning outcomes in the areas of core curriculum, specialty areas, and professional practice are discussed with the advisory board during our Fall annual meeting.
8. **Surveys of Graduates** – Graduates are surveyed each semester to collect information regarding preparedness to program objectives, obtaining employment, employer information, licensure pass rate for Clinical Mental Health, and program satisfaction.
9. **Field Experience Reviews** – Reviews are conducted each semester of Site supervisor evaluation ratings of students and student evaluations of site supervisors.
10. **Employer Survey** – Employers of program graduates occur at least 9 months following the student's graduation. Employer information is obtained from graduate survey information and conducted by the program coordinators.
11. **Data Retreats** – Counseling faculty, departmental, and college leaders participate in biannual data retreats to review findings, assess current status of all aspects of the programs and discuss modifications in the curriculum, course work, student activities, program functions, student selection, remediation and retention, how student progress is monitored, and other aspects of institutional effectiveness.
12. Generation of Annual Evaluation Report and Vital Statistics Reports
13. Faculty disseminate changes and information with students, administration, site supervisors, advisory board members, alumni, and other interested parties in the greater public.

The assessment points described above are found in the table below for the MS in School Counseling and Clinical Mental Health Counseling Programs.

Table 1. MS Program Assessment and Evaluation Points

	Aug	Sept	Oct	Nov	Dec	Jan	Mar	April	May	June	July
Screening Applicants	X	X	X	X	X	X	X	X	X	X	X
Initial Advising	X					X			X		
Professional Performance Review	X	X	X	X	X	X	X	X	X		
Review & Retention		X	X	X	X	X	X	X	X	X	X
SLOs	X				X				X		
Faculty Retreat				X					X		
Advisory Review			X				X				
Graduate Survey	X				X				X		
Supervisor Survey					X				X		
Employer Survey					X				X		

Table 2 presents the timeline used to complete the assessment procedures and the individuals who are responsible for completing each procedure.

Table 2. Evaluation Timeline and Responsible Party for All Programs

Process Evaluation		
Assessment Measure	Responsible Party	Schedule
Student Enrollment	CACREP Liaison	Each Semester
Student Demographics	CACREP Liaison	Each Semester
Student Course Evaluations	Faculty	Each Semester
Student Super Evaluations	Faculty	Fall & Spring
# Staff, Faculty, & Adjuncts	CACREP Liaison	Each Semester
		Each Semester
		Each Semester
Review of Mission, Goals, & Objectives	Faculty	Annual
Review of Curriculum	Faculty	Annual
Review of Syllabi	Faculty	Annual
Review of Assessments & Timeline	CACREP Liaison & Faculty	Annual

Outcome Evaluation		
Assessment Measure	Responsible Party	Schedule
CPCE Pass Rate	CACREP Liaison	Each Semester
Licensure Pass Rate	CACREP Liaison	Each Semester
Student Learning Outcomes	Faculty	Each Semester
Supervisor Evaluations	Faculty	Fall and Spring
Grade Performance	Faculty	Each Semester
Admission to Candidacy	Faculty Advisor	Each Semester
Graduate Survey	CACREP Liaison	Each Semester
Supervisor Survey	Faculty	Fall and Spring
Employer Survey	CACREP Liaison	Fall and Spring
Program Review	College, Department, & Faculty	Fall and Spring

Evaluation of Program Personnel

During the 2018-2019 academic year, the department employed 3 core faculty in the MS in counseling programs. Faculty workload consists of 60% Teaching, 20% Service, and 20% Research, translating to 4 courses taught in the Fall/Spring semesters, and a maximum of 3 courses taught in the Summer. The department also employed 1 instructor and 5-6 part-time faculty who taught core, elective, and clinical courses on an as needed basis under the supervision of core faculty members. The number of adjunct faculty who taught courses during the past year was maintained at 49% of the total courses taught to afford students the opportunity to be taught primarily by their core faculty. The counseling programs collaborate with a practicum/internship coordinator who is the director of the College of Education Office of Field Experiences. The counseling programs have 1 administrative assistant who also coordinates with the other programs housed in the Department of Advanced Education Programs.

Site Supervisors and Advisory Board

Site supervisors enable our students to serve in intensive field experiences across the state of Kansas. The site supervisor rates student performance on evaluations aligned to student learning outcomes. Student performance in the area of professional practice is rated during the Internship experience at the midterm point and final point during a semester. At the end of an Internship semester, site supervisors complete a survey to evaluate the preparedness of each student according to our program objectives. The survey was changed at the beginning of the Fall 2018 semester, and we now have two full semesters of data.

Site Supervisors Program Evaluations

Clinical Mental Health Counseling

Results of the site supervisor's evaluations of the preparedness of Internship students according to program objectives is found below. The question is provided.

Data for the Supervisor Evaluation during COUN 889 – Internship

Using a Likert Scale, the table below reflects the supervisor’s ratings in the following statements regarding their perceptions and evaluations of Fort Hays State University (FHSU) MS in Counseling.

1. FHSU prepares counseling students to follow ethical counseling practices
2. FHSU prepares students to provide counseling services that meet the needs of students and clients.
3. FHSU prepares counseling student to carry out the functions of a professional counselor in a school or agency.
4. FHSU prepares counseling students to meet the needs of clients and students from diverse populations.
5. FHSU prepares counseling students to complete notes and records in accordance with the guidelines/procedures of the school or agency.

Data will also be examined qualitatively to look for consistency of key statements that reflect supervisor feedback for strengths and growth in how our students are prepared according to the program objectives. Supervisors were asked to share the following information:

“Please provide feedback on how FHSU might improve the preparation of counseling students to meet the changing needs of clients/students and the evolving demands of the school or agency.”

Survey Results

2018-2019

Table 3. Site Supervisor Survey - CMHC

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
<u>1.</u>						
<u>2.</u>						
<u>3.</u>						
<u>4.</u>						
<u>5.</u>						

Positive Statements:

Areas for Growth:

Clinical Mental Health Counseling Program Modifications

1. Student application and use of evidenced based counseling theories to inform treatment methods and treatment planning. Case conceptualization assignments and treatment planning assignments are theory centric in Practicum and COUN 854 Advanced Counseling Skills.
2. The course, COUN 851 Family Counseling has now adopted curriculum related to marriage and couples areas of counseling to create the course COUN 851 Marriage and Family Counseling.

School Counseling

Results of the site supervisor's evaluations of the preparedness of Internship students according to program objectives is found below. The question is provided.

Data for the Supervisor Evaluation during COUN 889 – Internship

Using a Likert Scale, the table below reflects the supervisor's ratings in the following statements regarding their perceptions and evaluations of Fort Hays State University (FHSU) MS in Counseling.

1. FHSU prepares counseling students to follow ethical counseling practices
2. FHSU prepares students to provide counseling services that meet the needs of students and clients.
3. FHSU prepares counseling student to carry out the functions of a professional counselor in a school or agency.
4. FHSU prepares counseling students to meet the needs of clients and students from diverse populations.
5. FHSU prepares counseling students to complete notes and records in accordance with the guidelines/procedures of the school or agency.

Data was also be examined qualitatively to look for consistency of key statements that reflect supervisor feedback for strengths and growth in how our students are prepared according to the program objectives. Supervisors were asked to share the following information:

“Please provide feedback on how FHSU might improve the preparation of counseling students to meet the changing needs of clients/students and the evolving demands of the school or agency.”

Survey Results

2018-2019

Table 4. Site Supervisor Survey – School Counseling

N=13	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
<u>1.</u>	8	3	2			4.5
<u>2.</u>	7	4	2			4.4
<u>3.</u>	7	4	2			4.4
<u>4.</u>	4	7	2			4.2
<u>5.</u>	5	4	3			3.8

Positive Statements: More understanding that a lot of students are being hired on before they are done with Graduate school, due to the high demand for school counselors in Kansas.

The two you have sent me are excellent individuals.

The student knew a lot about MTSS and Ethics

Areas for Growth: Students may need a quicker response and consideration in their work as full time in the field.

Include some curriculum on poverty.

Include curriculum on trauma informed.

Focus on Tier 1 and Tier 2 interventions

Promote more communication between supervisors

School Counseling Program Modifications

1. School counseling students are introduced to evidenced based theoretical approaches beyond the COUN 835 Counseling Theories course. Additionally, student use of data to inform decision making is focused on more in COUN 836, specifically the use evidenced based models of accountability.
2. Based upon feedback, faculty plan to create a course focused on trauma and specific interventions to work with clients/students experiencing trauma.

Professional Performance Review

Evaluations of student dispositions related to their development as professional counselors are assessed each semester and within each course. The professional performance review allows each faculty to assess student growth, strengths, and areas for improvement throughout their time in the program. The professional performance review for each student is completed at the end of the semester by the instructor of the course they are reviewed. The review is used to monitor student progress and inform remediation decisions. The review is also used to evaluate and review students during monthly faculty meetings. Included below are the aggregate scores for the Fall 2018 semester and Spring 2019 semester. This is the first time we were able to aggregate

scores and examine the dispositions of our students holistically. Students are evaluated according to indicators related to dispositions in the following areas:

- a. Professional attitudes and behaviors in accordance with the ACA and ASCA Ethical Codes
- b. Knowledge, awareness, and skills to differentiate cultural differences that emerge in the counseling process.
- c. values, and beliefs expressed through both verbal and nonverbal behaviors
- d. Respect for themselves and others
- e. Timeliness
- f. Engagement in the learning process
- g. Maintenance of boundaries
- h. Flexibility and Adaptability
- i. Emotional Stability
- j. Self-Awareness
- k. Professionalism and Ethics in the use of Technology and Social Media
- l. Openness and Appreciation for the characteristics of others

Student Likert scale scores in the above areas range from Unsatisfactory (1) to Advanced (4). Students who receive a (2) or below on any indicator begin the remediation process described in the Student Handbook. Faculty discuss the data to determine if there is any need for a holistic remediation process of the program and orientation to the program. Table 3 depicts the dispositions indicator, mean, mode, and standard deviation from the Fall of 2018.

Table 5. Professional Performance Review Data Fall 2018

Indicator	Mean	Mode	Standard Deviation
Professional attitudes and behaviors in accordance with the ACA and ASCA Ethical Codes	3.82	4	.38
Maintenance of Boundaries	3.80	4	.40
Timeliness	3.45	3	.44
Maintains professionalism towards supervisors, peers, instructors & Clients;	3.85	4	.35
Openness and Appreciation for the characteristics of others	4	4	0.45

Engagement in the learning process	3.36	3	.48
Demonstrates self-awareness and emotional stability	3.54	3	.50
Demonstrates awareness, knowledge, and skills to differentiate cultural differences. Proficient values, and beliefs expressed through both verbal and nonverbal behaviors	3	3	0.44
Flexibility and Adaptability	3.26	3	.44
Professionalism and Ethics in the use of Technology and Social Media	3	3	0.37

Table 6. Professional Performance Review Data Spring 2019

Indicator	Mean	Mode	Standard Deviation
Professional attitudes and behaviors in accordance with the ACA and ASCA Ethical Codes	3.12	3	.42
Maintenance of Boundaries	3.24	3	.44
Timeliness	3.32	3	.48
Maintains professionalism towards supervisors, peers, instructors & Clients;	3.23	3	.48
Openness and Appreciation for the characteristics of others	3.26	3	0.45
Engagement in the learning process	3.27	3	.50

Demonstrates self-awareness and emotional stability	3.20	3	.43
Demonstrates awareness, knowledge, and skills to differentiate cultural differences. Proficient values, and beliefs expressed through both verbal and nonverbal behaviors	3.18	3	0.38
Flexibility and Adaptability	3.22	3	.41
Professionalism and Ethics in the use of Technology and Social Media	3.24	3	0.43

**Advisory Council Board Meeting – Including Discussion of Programs
December 14, 2018**

Welcome and Introductions

Discussed the CACREP self-study

Discussed strengths of the program

Discussed areas for future growth

The topics discussed included:

Site supervisors would like some on campus professional development, especially supervision

School counselors asked about PLC

The 3 hour online supervision course was discussed. They would like FHSU to offer this.

Revising the ALTC 804 & 805 as they reported school counselors often did not understand being a teacher. CHAMPS was recommended by Deana. Stockton was discussed as a trauma informed school – Mercury school – Observations may be beneficial for the ALTC classes.

One member recommended that we “demand” students participate in KCA through leadership and presenting

It was recommended that we meet with physicians such as pediatricians to build bridges in the community.

Helping students know more about going to court for clients

Possibly have a lawyer as a guest speaker in a class or two

Action items included:

Call the BSRB to find out how to get the professional development presentation to count as CEUs,

Resources

Faculty.

Appropriations of funds were added to the counseling program to create a line item in the departmental budget to hire a new faculty member. The Counseling program is glad to announce the hiring of two new core faculty members to start Fall of 2019. Dr. Linda Hart will be departing the faculty at FHSU, which will leave the program with 4 core faculty members. Additionally, Mr. Brian Weber is a full-time instructor for the program and is currently finishing his PhD in Counselor Education from Kansas State University. Mr. Weber, once his PhD is finished in the Fall of 2019 will move to a core faculty member to total 5.

Grants.

The Counseling Faculty applied for funds through the National Board for Certified Counselors (NBCC) to help with CACREP accreditation efforts in the Spring of 2018. The funds were awarded for the Pre-Application phase to help with a consultant and used during the Fall of 2018. The faculty applied for the next phase of funding through NBCC for the Application phase and received funding during December, 2018.

NBCC CACREP Initial Program Grant

Pre-Application - \$2500.00 – Consulting Fees and Consultant Mock Site Visit
Application - \$2500.00 – Consulting Fees and Accreditation Application Fees

Evaluation of Program Yields

Program Activities

The School Counseling and Clinical Mental Health Counseling Programs are reviewed annually during faculty led meetings, department retreats, and college retreats. Additionally, every 8 years the School Counseling program receives a program review from the Kansas Department of Education (KSDE). The reviewers were a group of school counselors and counselor educators from across the state. The last review took place in 2016 and the program passed. The CMHC Program received a program review in the spring of 2018 by the Kansas Behavioral Sciences Regulatory Board (KBSRB), the granter of the LPC license in Kansas. Faculty developed a self-study of the program, and it was reviewed by a committee of licensed counselors and counselor educators from across the state.

In all reviews, curriculum is examined according to our programmatic standards, which are aligned with CACREP standards. Student knowledge and skills are the focus of curricular offerings. Knowledge based SLOs are measured in all courses, and receive the most focus during the core curriculum focused courses. Skills based SLOs are measured later in the program when the student has the opportunity to apply knowledge to practice.

The program’s mission, goals, and objectives were reviewed as a part of the CACREP self-study process. The program mission, goals, and objectives are aligned with the FHSU Department of Advanced Education Programs, College of Education, and University. The program assessment and evaluation actions were also reviewed as a part of the self-study process. Measures for evaluations were reviewed by faculty and administrators to meet CACREP standards. The review of program mission, objectives, goals, assessments and evaluations will be an annual process in faculty meetings, advisory board meetings, and program reviews to meet the University’s ongoing initiative to meet the Higher Learning Commission’s (HLC) standards for institutions of higher education.

Counseling Program Data Retreat
May 30, 2019

Program Completers, Enrollment, and Retention

The following information displays information of the previous year’s student population. The statistics include demographics, applicants, admittances, graduation rates, and license exam pass rates.

Counseling Program Demographics (All Programs)
Academic Year 2018-2019

<u>Statistic</u>	<u>2018-2019</u>
Total Enrollment	161
Total FTE Enrollment	
Women	86%
Men	14%
African American	1%
Asian	0%
Hispanic	10%
International	2%
White	85%
Other/Unknown	2%

SCHOOL COUNSELING PROGRAM

<u>Statistic</u>	<u>2018-2019</u>
Number of Students Enrolled	126 (Degree Seeking) 6 (Non-Degree Seeking)*
Applicants for 2019-2020	48
Accepted	46
Average Class size	
Content Class	15
Practicum	12
Internship	12
Number of Fall Graduates	10

Number of Spring Graduates	20
Completion Rate	98%
Licensure Pass Rate	100%
Job Placement Rate**	100%

*Non-degree students are completing program of study requirements for Restricted Counseling Licensure through the Kansas Department of Education or Post-Graduate Supervision Requirements from the Parallel Pathways Program.

*Numbers represent the number of graduates who responded to the graduate survey and reported the statistic. The numbers for job placement rate do not reflect the entire graduates of the program. The number of respondents to the statistic is indicated in parenthesis.

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Applicant Statistics

<u>Statistic</u>	<u>2018-2019</u>
Applicants	17
Accepted	15
Number of Students Enrolled	32
Average Class size	
Content Class	15
Practicum	7
Internship	8
Number of Graduates	8
Completion Rate	90%
Licensure Pass Rate*	100%
Job Placement Rate*	100%

*Numbers represent the number of graduates who responded to the graduate survey and reported the statistic. The numbers for job placement rate and NCE pass rate do not reflect the entire graduates of the program. The number of respondents to the statistic is indicated in parenthesis.

Applicant Statistics

SCHOOL COUNSELING

<u>Statistic</u>	<u>2018-2019</u>
Applicants	48
Accepted	46
Avg. GRE	151
Avg. MAT	420
Undergraduate GPA	3.25

CLINICAL MENTAL HEALTH COUNSELING

<u>Statistic</u>	<u>2018-2019</u>
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Applicants	48
Accepted	44
Avg. GRE	151
Avg. MAT	420
Undergraduate GPA	

Summary of Findings

The counseling programs continue to pursue meeting the CACREP FTE requirements along with the demand for counselors in the state of Kansas. The program as of Fall 2018 is starting a search for a 4th core faculty member. Students in the program are predominately female (86%) and White (85%).

The CMHC program admits on average 7 students per semester. The School Counseling program continues to grow in enrollment, partly to meet the demands of Kansas Schools and prevalence of alternative licensure pathways. Applications rise each year, and the number of qualified candidates continues to be high as well. Applicants to the programs are majority white and female.

Reported licensure pass rates are 100% and the job acceptance rates are 100% for those who reported. The state of Kansas continues to desire counselors. The Kansas Department of Education (KSDE) has indicated a goal to hire on average 150 school counselors each year through 2024 so they can achieve a 250:1 counselor to student ratio across public schools.

Graduating Master's Students' Satisfaction with the Program

The most recent group of graduates from 2018-2019 academic year were surveyed regarding their feelings of preparedness to assume counseling positions. 41 surveys were sent out and 11 responded of response rate 26%.

Results of the graduate's reports of preparedness upon leaving the program, reports of employment and licensure, and written comments regarding program strengths and weaknesses. The question is provided.

Data for the Survey of graduates 2018-2019

Using a Likert Scale 1-5 (Strongly Disagree – Strongly Agree), the table below reflects the supervisor's ratings in the following statements regarding their perceptions and evaluations of Fort Hays State University (FHSU) MS in Counseling.

Respondents were prompted with the statement: "The FHSU Counseling Programs Prepared me to do the following:"

1. Act Professionally and Ethically in my Specialty Area.
2. Use of Counseling Interventions to meet the Developmental Needs of the Client/Student.

3. Develop an Openness to Acceptance of Diverse Counseling Populations and Assess My Values and Beliefs in the Counseling Process.
4. Understand Theories of Influence of Career on the Client/Student's Life.
5. Effective Counseling Skills and Evidenced Based Practices in Counseling Theory
6. Techniques and Theories of Group Counseling
7. Use of Assessment and Testing to Inform Counseling Practices
8. Use of Research to Understand Best Counseling Practices and Evaluate Program Effectiveness

Data was also examined qualitatively for key statements that reflect feedback of strengths and weaknesses in how our students report feeling prepared according to the program objectives. Graduates were asked to share the following information:

“Please share any strengths and weaknesses of the program.”

Graduate Survey Results
2018-2019

Table 7. Survey of Graduates

<u>N=11</u>	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
<u>1.</u>	9	2				4.8
<u>2.</u>	6	4	1			4.5
<u>3.</u>	7	4				4.6
<u>4.</u>	7	2	2			4.4
<u>5.</u>	8	1	2			4.5
<u>6.</u>	<u>6</u>	<u>3</u>	<u>2</u>			<u>4.4</u>
<u>7.</u>	<u>2</u>	<u>7</u>	<u>1</u>			<u>3.7</u>
<u>8.</u>	<u>6</u>	<u>4</u>	<u>1</u>			<u>4.5</u>

Strengths of the Program:

Wide range of topic areas. Continued growth and development
 Online. Accessibility
 Affordable
 Flexibility and Connectivity with other students
 Course Content

Weaknesses of the Program:

More consistency in Faculty and Program Support
More face-to-face using Videoconferencing (Zoom)
More demonstration of techniques
Timely Feedback

Employer Survey

The FHSU Counseling Program uses data taken from the graduate survey to identify employers of past program graduates. The employer survey is sent out once a year to employers of students from the previous academic year.

The most recent survey was sent to 7 employers and we received 3 responses (43% ROR). The data is from employers of graduates from the 2017-2018 Academic Year.

Results of the employers perspective of employee performance in their counseling role, and written comments regarding program strengths and weaknesses. The question is provided.

Data for the Survey of Employers of Program Graduates 2018-2019

Nature of Work at employment site: School Counseling - n=3; CMHC – n=0

Using a Likert Scale 1-5 (Strongly Disagree – Strongly Agree), the table below reflects the supervisor’s ratings in the following statements regarding their perceptions and evaluations of Fort Hays State University (FHSU) MS in Counseling.

Respondents were prompted with the statement: “For the below statements, please identify your professional opinion of the employee’s performance across the Likert scale. Please use your best judgements. This information will improve our curriculum and instruction:”

1. Follows ethical practices and applies self-care strategies appropriately.
2. Provides counseling services that meet all needs of the students and clients they serve.
3. Carries out the functions of the school or agency in a manner consistent with the professional counselor’s role.
4. Openness toward clients and students from diverse populations, and possesses the competency to meet the needs of culturally diverse students and clients.
5. Practices appropriate documentation in accordance with the guidelines/procedures of the school or agency.

Data was also examined qualitatively for key statements that reflect feedback of strengths and weaknesses in how our students report feeling prepared according to the program objectives. Graduates were asked to share the following information:

“Please provide any feedback for how FHSU might improve the preparation of counseling students to meet the changing needs of clients/students and the evolving demands of the school or agency.”

Employer Survey Results
2018-2019

Table 8. Survey of Employers

<u>N=3</u>	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
<u>1.</u>	1	2				4.8
<u>2.</u>	1	2				4.5
<u>3.</u>	1	1		1		4.6
<u>4.</u>	1	2				4.4
<u>5.</u>	1	2				4.5

Feedback:

“General knowledge regarding curriculum, scheduling, college admission requirements, dual/concurrent enrollments, and general understanding of how a high school functions were all lacking.”

Evaluation of Program Student Learning Outcomes

Professional, Personal, and Academic Review

All students are reviewed at least once per year to assess professional, personal, and academic development related to progress in the program. Students are required to meet a standard of professional ethical and personal behavior consistent with the ACA Code of Ethics and Program policy (aligned with department, college, and university standards). Students are routinely encouraged to participate in activities that enhance their professional and personal growth.

Faculty concerns regarding individual students are discussed at regular monthly faculty meetings. Student concerns are examined from reviews on their Professional Performance Reviews. The Professional Performance Review is completed in each course and may be used to evaluate professionalism for behaviors outside of the confines of a course. The measure will be integrated into each Blackboard class beginning the Spring 2019 semester.

Students are required to maintain a 3.0 GPA or higher. Students who obtained at least two C’s on their program of study receive remediation in the deficient areas. Gatekeeping courses: COUN 827 (Counseling Skill Development), AEP 879 (Supervised Practicum), and COUN 889 (Internship) require students obtain an A grade to continue in the program. Students who refuse

the remediation plan described in the handbook, may be removed from the program. Students who obtain a grade of U receive remediation, and are asked to retake the course. To help students meet the licensure GPA standards of our state boards, the counseling programs require a 3.25 to graduate from the program beginning for new students in the Spring of 2019.

The Professional Performance Review is used as a part of the assessment process to determine if students are approved to enter candidacy and be placed for their supervised Practicum. Candidacy is a process recognized by the graduate school to inform graduate student competency in the areas of professionalism and satisfactory performance in graduate level course work.

CACREP Professional Identity Standards

Counselor Preparation Comprehensive Exam (CPCE) scores and Licensure pass rates are reviewed to assess knowledge and performance on the Professional Identity Standards for both programs. The scores are monitored each semester to make considerations for changes in the program. Students complete the CPCE requirement as their comprehensive examination. Students must score at least 1 standard deviation below the national mean to pass their comprehensive examination. The scores for Fall 2018, Spring 2019, and Summer 2018 are listed in the table below, in total, 45 students took the exam during this cycle:

Table 9. 2018-2019 CPCE Data and Pass Rates

2018 – 2019 CPCE Data									
Prof. Orientation & Ethical Prac.	Social/Cult. Found.	Human Growth & Dev.	Career Dev.	Helping Rel.	Group Work	Assessment	Research & Prog. Eval.	Total/Mean	
10.5	11.0	10.9	10.1	12.4	11.9	11.1	10.8	88.8	FHSU Fall 2018
10.9	10.0	11.5	9.5	12.1	11.1	10.8	11.1	87	Nat'l. Mean FA
11.1	9.6	9.4	9.7	10.9	10.2	10.2	9.5	80.6	FHSU Spring 2019
9.4	9.4	10.6	9.9	10.4	10.4	10.5	11.2	81.7	Nat'l. Mean SP

Semester	# of Students taking CPCE	Pass Rate
Fall 2018	15	100%
Spring 2019	15	94%
Summer 2018	15	90%

CACREP Student Learning Outcomes (SLOs)

SLOs are measured through Key Assessments aligned to Key Performance Indicators in both core and specialty courses for the CMHC and School counseling programs. Each KPI is

specifically aligned to our Program Objectives, Program Learning Outcomes, and SLOs. Performance on the assessments are informed by rubrics with a 1-4 scale (1 = Unsatisfactory, 2 = Developing, 3 = Proficient, and 4 = Advanced). Students are required to achieve a minimum score of 3.0 (Proficient) on each Key Performance Assessment. Students receiving below a score of 3.0 are required to enter a remediation process with the instructor and advisor. The student remediation depends upon the severity of the deficiency, and this can range from an additional assignment to needing to repeat the course. The table below indicates any deficiencies in performance from the past year and the actions taken in the remediation.

Table 10. Remediation Data from Assessment Performance 2018-2019

Semester	Course	Course Grade	SLO	# of Students	Remediation Action
Fall 2018	COUN 848	C	COUN 848 - 3	1	
Spring 2019	COUN 889	U	Professional Practice	2	Students were required to repeat internship, receive supervision from a faculty member and site supervisor, write an essay on the ethical obligations for obtaining supervision
	COUN 827	U	Counseling & Helping Relationships	1	Repeat the Counseling Skill Development Course
	COUN 827	C	Counseling & Helping Relationships	1	Repeat the Counseling Skill Development Course
	AEP 803	U	Research and Program Evaluation	1	Repeat the Educational Research Course
Summer 2018	COUN 836	D	COUN 836	1	The student was required

					to submit a second data management plan to demonstrate their understanding of data based decision making to inform counseling decisions.
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Aggregate scores from each key assessment for the MS in School Counseling and MS in Clinical Mental Health Counseling are reported by the Program Objective and the aligned KPI in the following table. Scores are from the following academic year and averaged for both programs in the core area.

Table 11. Key Performance Assessment Data Core Curriculum, Specialty and Professional Practice 2018-2019

SLOs	Program Objective Area	Score
A.1-A.7	Professional Counseling – Orientation	4
B.1-B.8	Professional Counseling – Ethical Practice	4
C.1-C.8	Social and Cultural Diversity	3.62
D.1-D.8	Human Growth and Development	4
E.1-E.9	Career Development	3.9
F.1-F.7	Counseling and Helping Relationships – Skills	3.1
G.1-G.8	Counseling and Helping Relationships - Theory	3.6
H.1-H.7	Group Counseling and Group Work	3
I.1-I.10	Assessment and Testing	3.2
J.1-J.8	Research and Program Evaluation	3.7
M.1-M.12	Specialty Area – Clinical Mental Health Counseling	3.55
K.1-K.15	Specialty Area – School Counseling	3
L.1-L.10	Professional Practice – School Counseling	3
N.1-N.8	Professional Practice – Clinical Mental Health Counseling	4

Use of Findings to Inform Program Modifications

Suggestions and modifications from data reviews are discussed at our monthly faculty meetings and during our biannual data retreats with the Counseling Program, Department of Advanced Education Programs and the College of Education. Upon review, faculty have recommended the following:

1. Faculty have discussed changes to the integration of assessments into TK20 and the work to onboard adjuncts.
2. Faculty discussed applying developed assessments to remediation processes.
3. Faculty have discussed graduate feedback in the areas of preparation. Graduates desired to have more preparation to use counseling theories more consistently in their post-graduate work. Therefore, the faculty will establish some modifications to assessments to allow students the opportunity to apply theory across topics.
4. Graduates desire more program stability. The department has hired 2 new core faculty, and will move an instructor to core faculty once the PhD has been conferred.
5. Site supervisors indicated a desire to have students better prepared to work with students from lower-socioeconomic classes, trauma, and multi-tiered interventions. The faculty plan to integrate preparedness standards to work with lower-socioeconomic classes, as well as, clients/students suffering from trauma by creating new curriculum to be implemented Spring 2020.
6. Faculty will review CPCE outcomes and SLOs to determine future program adjustments. The first cycles of data to evaluate program objectives are being collected (ie. Site Supervisor Surveys, Employer Surveys, Graduate Surveys, and the Professional Performance Review), and faculty will use the data to discuss program modifications during the Fall 2020 monthly meetings.
7. Faculty have digitized the Practicum/Internship Application to centralize the process and streamline survey data.
8. The Application for the Graduate Student Counseling Association will be submitted to the Center for Student Involvement on Aug. 1st. Two students have expressed desire to assume leadership positions to submit the application. Ten students have desires to be a part of the membership. This will help address communal issues from student feedback.
9. Faculty will develop a course to address Trauma and Crisis Interventions in Counseling