

**WWU Counseling Program  
2018-2019 Annual Report**

<b>Program Evaluation &amp; Improvement</b>			
<b>Evaluation Activity</b>	<b>Objective</b>	<b>When Conducted</b>	<b>When/Where Reviewed</b>
Formative Student Progress Review	To conduct a holistic assessment of the progress of students in three areas: academic, counseling skills, and dispositions.	On-going qualitative and quantitative data collection	End of Quarter Faculty Meetings (Dec. 2018, March 2019, June 2019)
Vital Statistics Survey	To gather key data points on admissions, graduation, job placement, and NCE pass rates.	September 2018	September 2019, Faculty Retreat
	Program Completion Rates	June 2018	“
	National Counselor Exam Results	July 2018	“
	Job Placement Rates	By Sept 2018	“
Student Exit Survey	To gather student satisfaction with program quality and program coverage of CACREP K & S standards.	June 2018	September 2019, Faculty Retreat
Comprehensive Exam	To assess student knowledge and skill acquisition in the final quarter of their program.	April 4-8, 2019	April 15, 2019 Faculty Review Meeting
Alumni, Employer, Supervisor Surveys	To examine program quality from the perspective of key stakeholders.	Every four years	Last reviewed September 2017 Faculty Retreat
<b>Program Improvement Planning</b>	<b>Objective</b>	<b>Data Sources</b>	<b>Where/When Reviewed</b>
Comprehensive Data & Curriculum Review	To review student-level data, CACREP accreditation standards and discuss/plan program changes and improvements.	On-going qualitative and quantitative data collection	September 2019, Faculty Retreat
SC Program Advisory Board	To review student and program data, discuss curriculum content and make recommendations to the program for improvement.	On-going qualitative and quantitative data collection	Three meetings: November 2018; April 2019, May 2019

**KEY DATA FROM EVALUATION ACTIVITIES:**

***Formative Student Progress:***

At the end of each quarter, the counseling faculty gathers to conduct a holistic assessment of the progress of students in three areas: academic, counseling skills, and dispositions. The students are sent a letter to indicate whether they are in “good standing” or whether they need to meet with a faculty member to discuss a plan of improvement. Of the 24 students in the program, over the course of the academic year: one student needed a plan of improvement for academic work for 1 quarter and one needed a plan for improvement for dispositions for 1 quarter. In both cases, the students were able to make the necessary improvements and return to “good standing.”

**Vital Statistics Survey:**

Markers of Success by Program	Graduates	Program Completion Rate	NCE Pass Rate	Job Placement Rate
Clinical Mental Health Counseling (CMHC)	6	100%	100%	100%
School Counseling (SC)	6	100%	100%	100%

2019 Admissions Data by Program	Total Applications	Total Admitted	Applicant Average GPA	Admitted Student Average GPA
Clinical Mental Health Counseling (CMHC)	65	6	3.55	3.55
School Counseling (SC)	28	6	3.37	3.64

**June 2019 Student Exit Survey**

Our 2019 Exit Survey included an evaluation of general program characteristics (e.g. facilities, library support, on-campus supervision, effectiveness of teaching and support staff, counseling knowledge and skills gained etc.). It also included an evaluation of all CACREP core curriculum areas (by standard) and all of the specialty standards for SC and CMHC areas. Finally, we included several open-ended questions to inquire about program strengths, suggestions for improvement, and the quality of professional identity development while in the program. Key results by program area include:

Program	Survey Area	Results	Program Response
Clinical Mental Health Counseling (CMHC)	General Program Characteristics	All satisfactory or good to excellent scores except: 66% (4/6) CMHC students gave unsatisfactory rating for "The range of sites available for supervised field experiences."  Notable strengths "The program facilities" and "Program staff support (Cindy)" (100% good to excellent. 5/5). Representative comments regarding the strengths of the program: "cross cultural counseling," "evidence-based practice," "ethics," and "counseling techniques." Weaknesses: "assessment," and "career counseling."	The Internship Director has been developing partnerships over the past 18 months. She placed incoming students at the following new sites: Lummi Behavioral Health, Mt Vernon Compass Child Services, and Touchstone Health Clinic in Blaine. We hope to see improvement in these ratings in the 2020 Exit Survey.
	Core Curriculum	All satisfactory or good to excellent scores except the following: Career Counseling standards had a pattern of low scores for: "Career development program planning, organization, implementation, and administration" (60% or 3/5 students reported unsatisfactory) and, "Career and educational planning, placement, follow-up and evaluation" (60% or 3/5 unsatisfactory), and "Assessment instruments and	After three different adjunct professors in four years, Tenure track professor Dr. Shaun Sowell was assigned to teach Career Counseling during the 2019-2020 school year. She conducted focus groups in May 2019 with graduating students to help her overhaul the course and build more meaningful assignments. Dr. Diana Gruman researched new textbooks. We will monitor

		<p>techniques relevant to career planning and decision-making (60% or 3/5 unsatisfactory).</p> <p>And</p> <p>Assessment standards had a pattern of unsatisfactory scores including: “Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations” (60%, 3/5); “Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information” ” (60%, 3/5); and, “Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity” ” (60%, 3/5).</p>	<p>improvement in these ratings in the 2020 Exit Survey.</p> <p>The Assessment course was taught for the first time by Dr. Jeff King. It was unfortunate that we experienced several big snowstorms, so the university was closed for numerous days. Students were anxious about the course content to begin with and the lost class-time only increased their stress. Dr. King will teach the class for the second time next winter quarter and will take all student comments into consideration to improve content delivery and monitor the 2020 Exit Survey.</p>
	CMHC Specialty Area	<p>All satisfactory or good to excellent scores. A notable strength: “Cultural factors related to clinical mental health counseling” (100% good to excellent, 5/5)</p>	<p>We were pleased to see improvements in all the areas of weakness identified in the last (2018) Exit Survey for the CMHC Specialty standards.</p>
School Counseling (SC)	General Program Characteristics	<p>All satisfactory or good to excellent scores. Representative comments regarding the strengths of the program: “Strengths- based approach,” the cohort model,” “collaboration,” and “relationships with cohort, faculty and area professionals.” One student recommended, “creating more opportunities to work with education department.”</p>	
	Core Curriculum	<p>Career Counseling standards had a pattern of low scores for: “Career development program planning, organization, implementation, and administration” (33% or 2/6 students reported unsatisfactory) and, “Career and educational planning, placement, follow-up and evaluation” (50% or 3/6 unsatisfactory).</p> <p>And</p> <p>Assessment standards had a pattern of unsatisfactory scores including: “Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and</p>	<p>After three different adjunct professors in four years, Tenure track professor Dr. Shaun Sowell was assigned to teach Career Counseling during the 2019-2020 school year. She conducted focus groups in May 2019 with graduating students to help her overhaul the course and build more meaningful assignments. Dr. Diana Gruman researched new textbooks. We will monitor improvement in these ratings in the 2020 Exit Survey.</p> <p>The Assessment course was taught for the first time by Dr. Jeff King. It was unfortunate that we experienced several big snowstorms so the university was closed for numerous days. Students were anxious about the course content to</p>

		correlations" (100%, 6/6); "Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information" " (50% or 3/6 unsatisfactory); and, "Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity" " (50% or 3/6 unsatisfactory).	begin with and the lost class-time only increased their stress. Dr. King will teach the class for the second time next winter quarter and will take all student comments into consideration to improve content delivery and monitor the 2020 Exit Survey.
	SC Specialty Area	All satisfactory or good to excellent scores. Notable strengths include: "Uses data to evaluate program, informs decision-making, advocate for students and promote educational equity," "Understands the role of the SC as leader, advocate and systems change agent in P-12 schools," and "Reflects upon strengths, limitations and biases, seeks supervision, and makes adjustments to improve practice." (100% good to excellent. 6/6)	.

**Comprehensive Exams**

This year we create comprehensive exam questions in the following CACREP content areas: Research/Program Evaluation; Assessment/Appraisal; Career Counseling; Psychopathology; Counseling Theories/Techniques; and Professional Identity (by Specialty area). Multicultural considerations were included in several questions. The exam was blinded for review and each question was graded by two counseling faculty members. If the evaluators did not initially agree on a score, a third reader was brought in to read the exam question. Once all the scores were reported to our Comp Exam coordinator, Dr.Aaron Smith, the whole counseling faculty met to discuss the results and determine pass/fail rates. This year only four students needed to rewrite and resubmit certain exam questions. All 12 students eventually received passing scores, thus qualifying them for graduation.

**Alumni, Employer, Supervisor Surveys—**

None to report or review in this time-frame as data from our last comprehensive survey was collected in May/June of 2017 and reported in September 2017. Our next survey of alumni, employers and supervisors will occur in the spring of 2021.