WAYNE
STATE COLLEGE

Counseling Program

2022-2023

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

Comprehensive Evaluation Plan

Mission Statements

Wayne State College

Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. Offering affordable undergraduate and graduate programs, the college prepares students for careers, advanced study, and civic involvement. The college is committed to faculty-staff student interaction, public service, and diversity within a friendly and collegial campus community.

Counseling Program

The mission of the Counseling Program is to facilitate the development of professional counselors who collaborate with others for the benefit of client, school, community, and the profession through counseling, social justice, and advocacy. This mission is accomplished through inquiry and reflection, counseling theories, counseling process, and ethics that have supported our profession and implementation of personal models of counseling and professional skills to facilitate effective relationships.

PROGRAM EVALUATION

The program has developed a Comprehensive Evaluation Plan to systematically assess its objectives, as well as student learning, with the overarching goal of curriculum and program improvement. Data from multiple sources are collected and analyzed throughout the academic year. Thus, program modifications are data-driven and empirically-based through the use of objective information systematically collected from faculty, current and former students, and personnel in cooperating agencies (e.g. site supervisors, employers, etc.) at predetermined timepoints throughout the academic year. The culmination of the evaluation process is typically an annual report usually written at the end of the year in December, prior to the beginning of the upcoming spring semester. This process is expected to change slightly to transition data review to May when more time is available to the CACREP liaison and Director of Counseling Services as noted in the report content.

This report illustrates the degree to which the program met its three objectives in 2022-2023 academic year. Findings from these assessments led to action items and program modifications to ensure that the program is meeting its standards and students are obtaining content knowledge and skills for working in professional counseling settings. Program evaluation is a continual agenda item on the faculty and staff meetings throughout the academic year. Assessment procedures, data collection strategies and tools, the comprehensive student database, and analytic methods are reviewed and discussed.

During each spring semester in March, the counseling faculty and staff examine student data gathered during annual reviews. Another review occurs in May to determine action items and needed program modifications to be completed over the summer months in preparation for change submissions in the subsequent fall. The program's CACREP liaison is responsible for leading this effort and writing the annual report, which is subsequently disseminated electronically via the program's website and email to stakeholders.

Program Data Matrix

	Measure	(1) Data Collected	(2) Procedure for how and when data is collected	(3) a method for how data will be reviewed or analyzed	(4) an explanation for how data will be used for curriculum and program improvement
(1) aggregate student assessment data that address student knowledge, skills, and professional dispositions	Core Competency Measure	KPI Competence	Each annual review submission in Anthology by February 1st	Assessed by faculty group during annual review evaluation each March Aggregate data reviewed at data retreat in May by program	Faculty ensure there are no gaps in content knowledge or subject specific knowledge related to achievement of KPI competence. Curriculum content is adjusted as needed when low scores are observed across student location or subject areas.
			Assessed by site supervisor at mid-term and final of practicum and each internship placement	Data is reviewed by assigned faculty supervisor for practicum and/or internship courses to determine grade progress and problematic areas of concern related to content knowledge Aggregate data reviewed by program at data retreat in May	Any scores posted at a 1 or 2 require additional remediation specific to student and discussion to determine gap in content knowledge resulting in noted score(s).
	CCS-R Parts 1 and 2	Basic Skills Competence (1) and Professional Dispositions (2)	Each annual review submission in Anthology by February 1st	Assessed by faculty group during annual review evaluation each March Aggregate data reviewed by program at data retreat in May	Faculty ensure there are no problematic areas of growth for students which require referral to CARE Committee prior to progressing forward in program.
			Assessed by site supervisor at mid-term and final of practicum and each internship placement	Data is reviewed by assigned faculty supervisor for practicum and/or internship courses to determine grade progress and problematic areas of concern related to skills and professional dispositions Aggregate data reviewed by program at data retreat in May	Any scores posted at a 1 or 2 require additional remediation specific to student and discussion to determine rationale resulting in noted score(s).

	CPCE	CACREP Core Knowledge Competency	Data is provided by CCE at the conclusion of national data review	Data is initially analyzed by Director of Counseling Services to determine a pass/fail for competence to notify students if their requirements have been met. Aggregate data reviewed by program at data retreat in May	Data is then added to overall review to determine effective progress for student outcomes by location and subject area to evaluate for gaps.
(2) demographic and other characteristics of applicants, students, and graduates	Application to the Institution	Demographic information endorsed for admission to WSC	Data is collected with application online at the beginning of the student's application to the program	Aggregate data from October snapshot report reviewed by program at data retreat in May	Data is used to evaluate students accessing the program and to ensure no one is being denied consideration, progress, or graduation in the program due to demographic characteristics presented
(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Annual Review Form (current students)	Experiences with the program, coursework, content, and professional expectations. Feedback for program objectives	Each annual review submission in Anthology by February 1st	Aggregate data reviewed by program at data retreat in May	Data is used to assess for areas that require immediate intervention of the program that must take place.
	Student Exit Survey	Experiences with the program, coursework, content, and professional expectations. Information related to current populations served, professional exam progress, and employment. Feedback for program objectives	Each student submits via Anthology at the end of their program before the end of their last internship.	Aggregate data reviewed by program at data retreat in May	Data is used to assess student experience in the program and current employment expected upon graduation.

	Alumni Survey	Experiences with the program, coursework, content, and professional expectations. Information related to current populations served, professional exam progress, and employment. Feedback for program objectives	Each May students from the previous academic year are sent the alumni survey to complete 1 year following graduation.	Aggregate data of the previous year's alumni responses reviewed by program at data retreat in May	Data is used to assess student experience in the program as it applies to current workforce expectations and current employment at time of survey.
	Employer Survey	Experiences related to WSC counseling graduate employee and WSC as an institution. Information related to current populations served. Feedback for program objectives	Following the annual May retrieval of the student exit and alumni surveys, employer's information is used to send the employer survey.	Aggregate data of the previous year's alumni responses reviewed by program at data retreat in May	Data is used to evaluate how graduates of the program are perceived in the workplace and how that performance reflects on WSC.
	Field Experience Supervisor Survey	Experiences related to WSC counseling graduate supervisee and WSC as an institution. Information related to current populations served. Feedback for program objectives	Site supervisors are administered this survey at the conclusion of each field experience placement with each student to evaluate the student and document activities at the site.	Aggregate data reviewed by program at data retreat in May	Data is used to evaluate how graduates of the program are perceived in the workplace and how that performance reflects on WSC.

Program Objectives

In accordance with the Higher Learning Commission (HLC) and Council for Accreditation of Counseling and Related Educational Programs (CACREP) Expectations for Graduate Students in Counseling Programs, students graduating from the counseling program will complete each of the following objectives with competence:

1. Students will demonstrate knowledge of the eight core counseling areas designated by the program's national accreditation (CACREP).
    a. Evaluation of these competences requires each student to complete:
        i. Each core competency course with a grade of B- or better
            1. Reviewed by faculty each annual review period via review of program of study and core competency measure
        ii. Pass the Counselor Preparation Comprehensive Examination (CPCE) in accordance with WSC program expectations
            1. Reviewed by advisors and Director of Counseling Services upon receipt of official scores from the testing company
            2. Completed no later than the last two active semesters of the program and prior to final internship completion
        iii. Demonstrate educational application of the core areas evaluated with the Core Competency Evaluation
            1. Reviewed at each annual review, mid-term and final practicum evaluation, and mid-term and final internship evaluation
            2.
2. Students will demonstrate knowledge of accreditation standards specific to their professional practice specialty created by the Nebraska Department of Education (NDE), the State of Nebraska, and CACREP specialty area(s) as applicable by program.
    a. Each standard for all applicable accrediting bodies are evaluated across each specialty area curriculum with specific written course learning objectives and assessments outlined for evaluation in each course
    b. Each course requires a grade of B- or better to demonstrate competency in each applicable objective
    c. National exams are reported to determine acceptable pass/fail rates for graduates of the program following completion to their specific subject area as applicable.
        i. Clinical Mental Health Counseling and School Counseling students' aggregate scores on the National Counseling Exam (NCE) are reported
        ii. School Counseling students' aggregate scores are reported for the Praxis II as required for endorsement in the State of Nebraska

3. Students will demonstrate competent skills and professional dispositions as an entry-level professional counselor in a supervised internship specific to their professional (i.e., either a clinical mental health, student affairs, or school) setting.
    a. Evaluation of these competencies occurs at mid-term and final evaluation of each internship experience with the implementation of the Counselor Competencies Scale-Revised (CCS-R) (Lambie, 2018)

i. Students complete a self-evaluation prior to internship

ii. Students' site supervisor(s) complete a mid-term and final evaluation to indicate competency which is utilized to inform the student's overall grade in their field experience course in accordance with grade competency experiences.

Solicitation of Feedback and Data Review Related to Program Objectives

Solicitation of Feedback to:	Tool:	Administered By/When Administered:	Department Data Reviewed:	Documentation of Impact:
Faculty	CAB	CSL Dept each fall and spring semester	Formally discussed and noted at CAB	Reported in evaluation report at the end of each academic year
	Department Meetings	Weekly	Formally discussed and noted in agenda	
Current Students	Annual Review Survey	Administered via Anthology and Advisor; Due each February 1st	Annually in March	
Former Students	Student Exit Survey	Administered via Anthology and Advisor; Completed at the end of program in graduation semester	End of year (December)	
	Alumni Survey	Administered by CSL Director annually via Anthology at least one year following graduation	End of year (December)	
Personnel in Cooperating Agencies	CAB (each fall/spring)	CSL Dept each fall and spring semester	As needed and formally discussed at CAB	
	Field Experience Survey (CSL_Level 3 SiteSup_Evaluation of FE CSL Student)	Administered by CSL Director at the end of each field experience placement via Anthology	End of year (December)	
	Employer Survey	Administered by CSL Director annually at end of year.	End of year (December)	

To ensure the relevance and timeliness of the program objectives, a specific feedback item was added in the fall semester of 2023 to our current students' self-report on the Annual Review form, the Alumni Survey, the Employer Survey, and the Field Experience Student Evaluation Survey: "Please share any feedback you have related to the counseling program objectives," "You can find these objectives by navigating to the Counseling Program Handbook or the Counseling Outcomes Report online at wsc.edu." We have also maintained this topic as a permanent item of review for our Counseling Advisory Board (CAB) and our Counseling Department meetings.

Key Performance Indicators (KPIs)

As described in the 2016 CACREP Standards (Standard 4.F), KPIs need to be established for the assessment of students' knowledge and skills. Therefore, a total of 11 KPIs were identified and defined—eight corresponding to each core area and one for each program's specialty area (clinical mental health counseling, school counseling, and student affairs and college counseling). At the conclusion of this measure, the assessor has the option to add qualitative comments related to the submission for additional consideration.

Scale used to assess each respective KPI to ensure consistency across CCS-R when possible.

0-Unable to Assess	1 - Harmful	2 - Below Expectations / Insufficient / Unacceptable	3 - Near Expectations / Developing towards Competencies	4 - Meets Expectations / Demonstrates Competencies	5 - Exceeds Expectations / Demonstrates Competencies
Insufficient evidence to evaluate.	the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).	the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).	the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).	the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the "Demonstrates Competencies" level at the conclusion of their practicum and/or internship.	the counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Eight Core KPIs for all Counseling Students

Key Performance Indicator: Obj. 1
1. Knowledge and demonstration of applicable ethical practice and professional counseling orientation including advocacy, consultation, self-care, feedback application, technologies impact, credentialing processes, professional associations, professional boundaries, history of the field.
2. Sensitivity to the multicultural context of relationships and diversity including an understanding of personal cultural characteristics, theories of multicultural counseling, identity development, and social justice.
3. Theories of human growth and development and transitions across the lifespan in relation to personality, bio-psycho-social-neuro concerns, behavior, trauma, and etiology of addictions.
4. Knowledge and application of career development theories and decision-making models including application to client's individual needs
5. Counseling theories and helping relationships that provide the student with models to conceptualize client presentation, help the student select appropriate counseling interventions, and begin to develop a personal model of counseling with the application of essential interviewing and counseling skills.
6. Theoretical and experiential understanding of group counseling and group work, development, dynamics, theories, methods, and skills.
7. Knowledge of individual and group approaches to assessment and testing, including non-standardized and standardized tests and differential diagnosis.
8. Knowledge of research methods, statistical analysis, needs assessment, and program evaluation.

Subject Specific KPIs for Each Program Specialty

Key Performance Indicator: Obj. 2
9. CMHC: Principles and practices related to growth models of counseling, including client centered interventions, as well as practices of diagnosis, treatment, referral, identifying clinical presentation of clients with mental and emotional impairments, and prevention of mental and emotional disorders.
10. SC: Principles and practices related to current school counseling roles, including integration of the most current ASCA model, applying student centered interventions, assessing for referral, identifying students with mental and emotional impairments, and preventing and managing of crisis concerns.
11. SA/CC: Principles and practices related to current roles in post-secondary education, including integration of student equity practices, applying student centered interventions, assessing for referral, identifying students with mental and emotional impairments, and preventing and managing of crisis concerns.

Professional Skills and Dispositions

Professional dispositions and skills were identified and defined per 2016 CACREP Standards (Standard 4.G) to identify Objective 3 of the program. A total of 12 skills (Part 1) and 11 professional dispositions (Part 2) were assessed in accordance with Lambie's (2018) Counselor Competency Scale – Revised (CCS-R). This tool is used with permission from the author acquired in 2019. This assessment takes place at multiple points in the program, including application, annual review each spring, practicum mid-term and final, and internship mid-term and final. At the conclusion of this measure, the assessor has the option to add qualitative comments related to the submission for additional consideration.

Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A		**Nonverbal Skills**	**Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc.** (*attuned to the emotional state and cultural norms of the clients*)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
1. B		**Encouragers**	**Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hmm"**	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
1. C		**Questions**	**Use of Appropriate Open & Closed Questioning** (*e.g., avoidance of double questions*)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
1. D		**Reflecting a** *Paraphrasing*	**Basic Reflection of Content – Paraphrasing** (*With couples and families, paraphrasing the different clients' multiple perspectives*)	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
1. E		**Reflecting b** *Reflection of Feelings*	**Reflection of Feelings** (*With couples and families, reflection of each clients' feelings*)	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is *not* matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
1. F		**Reflecting c** *Summarizing*	**Summarizing content, feelings, behaviors, & future plans** (*With couples and families, summarizing relational patterns of interaction*)	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did *not* understand clients or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. G		Advanced Reflection (*Meaning*)	Advanced Reflection of Meaning, including Values and Core Beliefs (*taking counseling to a deeper level*)	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advance reflection, such as being judgmental &/or dismissive.
1. H		Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was *not* needed; therefore, appropriately *not* used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.
1. I		Goal Setting	Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals (*With couples and families, goal setting supports clients in establishing common therapeutic goals*)	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
1. J		Focus of Counseling	Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., *purposeful counseling*)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
1. K		Facilitate Therapeutic Environment$_a$: *Empathy & Caring*	Expresses accurate empathy & care; Counselor is "present" and open to clients (*includes immediacy and concreteness*)	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
1. L		Facilitate Therapeutic Environment$_b$: *Respect & Compassion*	Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.

Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A		Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies	Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
2. B		Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
2. C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
2. D		Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for all counseling site and course policies & procedures	Demonstrates consistent adherence to all counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
2. E		Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	Completes all required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes all required record keeping, documentation, and tasks in a competent & timely fashion.	Completes all required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2.F		Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
2.G		Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.
2.H		Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
2.I		Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does *not* implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does *not* implement suggested changes.	Demonstrates *no* openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
2.J		Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately.	Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.
2.K		Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself"	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

Competence in Writing

Graduate competence in writing is assessed at entry and with the submission of a graduate research paper. This is then reviewed by each student's advisor upon submission and used as an assessment artifact in accordance with the non-thesis option for the Master of Science in Education (MSE) requirements.

Assessment Item:	Not Acceptable-1	Acceptable-2	Target-3	Exemplary-4
Ideas/Content	•Writer conveys little opinion or position about the topic. •Content has many digressions from the topic. •Reasoning is unclear. •Supporting examples or reasons are lacking.	•Writer omits some information from the required questions. •Content has some digressions from the topic. •Reasoning is somewhat logical and convincing. •Supporting examples or reasons are adequate and acceptable	•Writer responds to all information the questions posed. •Content is generally focused on the topic. •Reasoning is usually logical and convincing. •Supporting examples or reasons are adequate, acceptable and relevant.	•Writer conveys a clear opinion or position and responds to all of the questions •Content is well-focused on the topic. •Reasoning is logical and compelling. •Supporting examples or reasons are numerous and relevant.
Organization	•Structural development of an introduction, body, and conclusion is lacking. •Pacing is awkward. •Transitions are missing or connections are unclear. •Paragraphing is in effective or missing.	•Structural development of an introduction, body, and conclusion is limited. •Pacing is somewhat inconsistent. •Transitions are repetitious or weak. •Paragraphing is irregular.	•Structural development of an introduction, body, and conclusion is functional. •Pacing is generally controlled. •Transitions are functional. •Paragraphing is generally successful.	•Structural development of an introduction, body, and conclusion is effective. •Pacing is well- controlled. •Transitions effectively show how ideas connect. •Paragraphing is sound.

Mechanics	•Sentences seldom vary in length or structure.	Sentences occasionally vary in length or structure.	•Sentences generally vary in length or structure.	•Sentences vary in length and structure throughout.
	•Phrasing sounds awkward and unnatural.	•Phrasing occasionally sounds natural.	•Phrasing generally sounds natural.	•Phrasing consistently sounds natural and conveys meaning.
	•Fragments or run-ons confuse the reader.	•Fragments and run-ons, if present, do not confuse the reader.	•Fragments and run-ons, if present, are intended for stylistic effect.	•Fragments and run-ons, if present, are intended for stylistic effect and are appropriately used.
	•Grammar, usage, punctuation, and spelling errors are numerous and distract the reader	•Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader.	•Document is free from any significant grammar, usage, punctuation, and/or spelling errors	•Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated
	•The most current version of APA formatting has not been applied or has been applied with moderate errors that are distracting to the reader.	•The most current version of APA formatting has been applied with moderate errors but are not distracting to the reader.	•The most current version of APA formatting has been applied with minimal errors	•The most current version of APA formatting has been applied with no errors

EVALUATION OF PROGRAM OBJECTIVES

Each KPI is assessed at introductory and mastery levels with a specified assignment or assessment. Course instructors, faculty, and/or site supervisors provide these ratings using a rubrics-driven, 5-point Likert scale based on the CCS-R as noted above: 0-Unable to Assess, 1-Harmful, 2-Below Expectations, 3-Progressing, 4-Meets Expectations, and 5-Exceptional.

The only other rubric used as a WSC-specific measure is the writing rubric established by the MSE program.

The program maintains a database for tracking student performance on program objectives and KPIs across courses and identifying areas where a student may need additional support or training. Faculty advisors meet with students after each semester to review their progress and provide advising support. Each spring semester, an assessment of student performance on the KPIs is completed at annual review with all full-time program faculty. The form used for these reviews mirrors the rubrics outlined above. A plan for remediation is made if a student performs "Below Expectations" on any KPI or objective, though remediation plans may be implemented prior to this formalized reviewed as needed.

KPIs are also analyzed in aggregate to determine the effectiveness of each assessment and/or assignment in helping students demonstrate the required knowledge and skills, as well as to identify KPIs in which students consistently underperform. Data collected throughout the year are presented to faculty at the annual review meeting in March. The analyzed data are consequently used to guide program improvement, which may include the modification of one or more areas (e.g., course assignments, course content, instruction mode and delivery, and course sequencing).

The following timeline delineates when each of the following items are assessed and integrated into the program: baseline is developed (B), introductory content is provided (I), developmental progress is expected (P), mastery of content is expected (M), level assignments for the KPIs are assessed. In the event a student presents with insufficient progress in the program or underperformance on an assessment, the student is referred to the CARE (Counselor Assessment, Remediation, and Education) Committee for review of their concern and to develop a remediation plan promoting individualized student success.

		Application and Interview to Program	Core Course Content	Subject Course Content	Annual Review Y1	Annual Review Y2	Annual Review Y3 & Beyond	Practicum Mid-Term	Practicum Final	Internship Mid-Term	Internship Final	Writing Artifact	CPCE	National Exams
Obj 1	KPI 1	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
	KPI 2	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
	KPI 3	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
	KPI 4	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
	KPI 5	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
	KPI 6	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
	KPI 7	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
	KPI 8	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
Obj 2	KPI 9	-	-	I	P	P	P	P	P/M	P/M	M	-	-	-
	KPI 10	-	-	I	P	P	P	P	P/M	P/M	M	-	-	-
	KPI 11	-	-	I	P	P	P	P	P/M	P/M	M	-	-	-
Obj 3	Skills	B	I	I	P	P	P	P	P/M	P/M	M	-	-	-
	Dispositions	B	I	I	P	P	P	P	P/M	P/M	M	-	-	-
MSE Writing Competence	Submission(s)	B	-	-	-	-	-	-	-	-	-	M	-	-

4.D. (1) Findings of KPIs, Professional Dispositions, Demographics, Employment, & Licensure

The table below outlines the overall student performance on the KPIs at each level in the program based on the key data points identified above for 2022-2023. All program-offered subject areas and delivery locations are included. Average scores are reported below and redacted to protect student identity if only one student was present in the sample.

All Students

Table 1

		Application and Interview to Program (N=39)	Annual Review Y1 (N=26)	Annual Review Y2 (N=22)	Annual Review Y3 & Beyond (N=17)	Practicum Mid-Term (N=9)	Practicum Final (N=9)	Internship Mid-Term (N=17)	Internship Final (N=17)	Writing Artifact (N=6)	CPCE 2022 Data (N=8)	NCE 22-23 Data (N=6)	Praxis II 2022 (N=15)
Obj 1	KPI 1	-	3	4	4	4	5	5	5	-	13	9	-
	KPI 2	-	3	4	4	4	4	4	5	-	10	3	-
	KPI 3	-	3	4	4	4	4	4	5	-	11	10	-
	KPI 4	-	3	4	4	2	4	4	4	-	10	10	-
	KPI 5	-	3	4	4	4	4	4	5	-	11	40	-
	KPI 6	-	3	4	4	4	3	3	4	-	13	21	-
	KPI 7	-	3	3	4	3	4	4	4	-	11	16	-
	KPI 8	-	3	3	4	3	4	4	4	-	10	5	-
Obj 2	KPI 9	-	3	3	4	3	3	3	4	-	-		-
	KPI 10	-	3	3	4	4	4	5	4	-	-	100% Pass	100% Pass
	KPI 11	-	-	-	-	ND	ND	ND	ND	-	-		-
Obj 3	Skills	2	3	4	4	4	4	4	5	-	-	37	-
	Dispositions	3	3	4	4	4	4	5	5	-	-	10 (Attributes)	-
MSE Writing Competence	Submission(s)	3	-	-	-	-	-	-	-	6	-	-	-

Notes: Application data includes all applicants for a program start in summer 2022, fall 2022, or spring 2023; NCE data is provided in aggregate from only from CCE; Subject and location-specific data are not available to report; ND indicates no data for the year selected.

All Clinical Mental Health Counseling

The table below outlines the overall Clinical Mental Health student performance on the KPIs at each level in the program based on the key data points identified above for 2022-2023. Average scores are reported below:

Table 2

		Application and Interview to Program (N=32)	Annual Review Y1 (N=22)	Annual Review Y2 (N=8)	Annual Review Y3 & Beyond (N=10)	Practicum Mid-Term (N=8)	Practicum Final (N=8)	Internship Mid-Term (N=13)	Internship Final (N=13)	Writing Artifact (N=6)	CPCE 2022 Data (N=7)
Obj 1	KPI 1	-	4	4	4	4	5	5	5	-	12
	KPI 2	-	3	4	4	4	4	5	4	-	10
	KPI 3	-	3	4	4	4	4	4	4	-	11
	KPI 4	-	3	4	4	3	4	3	4	-	11
	KPI 5	-	4	4	4	4	4	4	4	-	11
	KPI 6	-	3	4	4	3	3	4	4	-	13
	KPI 7	-	3	4	4	4	4	4	3	-	11
	KPI 8	-	3	4	4	3	4	4	4	-	10
Obj 2	KPI 9	-	3	3	4	3	3	3	4	-	-
	KPI 10	-	NA	NA	NA	NA	NA	NA	NA	-	-
	KPI 11	-	NA	NA	NA	NA	NA	NA	NA	-	-
Obj 3	Skills	2	3	4	4	4	4	4	5	-	-
	Dispositions	3	3	4	4	4	4	5	5	-	-
MSE Writing Competence	Submission(s)	3	-	-	-	-	-	-	-	6	-

Notes: Application data includes all applicants for a program start in summer 2022, fall 2022, or spring 2023; NA used to demonstrate areas not assessed for student as it does not pertain to their subject area.

Clinical Mental Health Location-Specific

The table below outlines the overall Clinical Mental Health student performance on the KPIs at each level in the program based on the key data points identified above for 2022-2023. Program delivery location is differentiated between Wayne and South Sioux City, as noted with a forward slash. Student location identification is revealed via their self-reports. Average scores are reported below:

Table 3

		Application and Interview to Program (Wayne n=10/ SS n=23)	Annual Review Y1 (Wayne n=6/ SS n=16)	Annual Review Y2 (Wayne n=4/ SS n=4)	Annual Review Y3 & Beyond (Wayne n=9/ SS n=1*)	Practicum Mid-Term (Wayne n=6; SS n=2)	Practicum Final (Wayne n=6; SS n=2)	Internship Mid-Term (Wayne n=7; SS n=6)	Internship Final (Wayne n=7; SS n=6)	Writing Artifact (Wayne n=4/ SS n=22)	CPCE 2022 Data (Wayne n=5/ SS n=2)
Obj 1	KPI 1	-	3/4	4/5	4/-	4/5	5/5	5/5	5/5	-	12/15
	KPI 2	-	3/3	4/5	4/-	4/4	4/5	5/5	4/4	-	10/12
	KPI 3	-	3/3	4/4	4/-	4/4	4/5	5/5	4/5	-	11/9
	KPI 4	-	3/3	4/4	4/-	3/ 4	4/4	3/3	4/5	-	10/12
	KPI 5	-	4/3	4/4	4/-	4/4	4/5	4/5	4/5	-	11/12
	KPI 6	-	4/3	4/4	4/-	3/ 4	3/ 4	3/ 4	3/5	-	13/13
	KPI 7	-	3/3	4/4	4/-	4/4	4/4	4/4	4/5	-	10/12
	KPI 8	-	3/3	4/4	4/-	3/ 4	3/ 4	4/4	4/4	-	11/9
Obj 2	KPI 9	-	3/3	3/4	3/4	2/4	3/ 4	4/4	4/4	-	-
	KPI 10	-	NA	NA	NA	NA	NA	NA	NA	-	-
	KPI 11	-	NA	NA	NA	NA	NA	NA	NA	-	-
Obj 3	Skills	2/2	3/3	4/4	4/4	4/4	4/4	4/5	5/5	-	-
	Dispositions	3/3	3/3	4/4	4/4	4/5	4/5	4/5	5/5	-	-
MSE Writing Competence	Submission(s)	3/3	-	-	-	-	-	-	-	3/3	-

Notes: application data includes all applicants for a program start in summer 2022, fall 2022, or spring 2023; NA used to demonstrate area not assessed for student as it does not pertain to their subject area.

*Data not reported as it would reveal student specific scores.

All School Counseling

The table below outlines the overall School Counseling student performance on the KPIs at each level in the program based on the key data points identified above for 2022-2023. Average scores are reported below:

Table 4

		Application and Interview to Program (N=6)	Annual Review Y1 (N=4)	Annual Review Y2 (N=13)	Annual Review Y3 & Beyond (N=7)	Practicum Mid-Term (N=1*)	Practicum Final (N=1*)	Internship Mid-Term (N=4)	Internship Final (N=4)	Writing Artifact	CPCE 2022 Data (N=1*)	Praxis II 2022 (N=15)
Obj 1	KPI 1	-	2	4	4	-	-	5	5	-	-	-
	KPI 2	-	3	4	4	-	-	4	4	-	-	-
	KPI 3	-	2	4	4	-	-	4	5	-	-	-
	KPI 4	-	2	4	4	-	-	4	5	-	-	-
	KPI 5	-	3	4	4	-	-	4	4	-	-	-
	KPI 6	-	3	3	4	-	-	3	3	-	-	-
	KPI 7	-	2	3	3	-	-	4	3	-	-	-
	KPI 8	-	2	3	4	-	-	3	3	-	-	-
Obj 2	KPI 9	-	NA	NA	NA	NA	NA	NA	NA	-	-	-
	KPI 10	-	3	3	4	-	-	5	4	-	-	100% Pass
	KPI 11	-	NA	NA	NA	NA	NA	NA	NA	-	-	-
Obj 3	Skills	2	2	4	4	-	-	4	5	-	-	-
	Dispositions	3	3	4	4	-	-	4	5	-	-	-
MSE Writing Competence	Submission(s)	3	-	-	-	-	-	-	-	ND	-	-

Notes: Application data includes all applicants for a program start in summer 2022, fall 2022, or spring 2023; ND indicates no data for the year selected; NA used to demonstrate area not assessed for student as it does not pertain to their subject area.

*Data not reported as it would reveal student specific scores.

School Counseling Location-Specific

The table below outlines the overall School Counseling student performance on the KPIs at each level in the program based on the key data points identified above for 2022-2023. Program delivery location is differentiated between Wayne and South Sioux City, as noted with a forward slash. Student location identification is revealed via their self-reports. Average scores are reported below:

Table 5

		Application and Interview to Program (Wayne n=2/ SS n=7)	Annual Review Y1 (Wayne n=1*/ SS n=3)	Annual Review Y2 (Wayne n=6/ SS n=7)	Annual Review Y3 & Beyond (Wayne n=6/ SS n=1*)	Practicum Mid-Term (Wayne n=1*; SS n=0)	Practicum Final (Wayne n=1*; SS n=0)	Internship Mid-Term (Wayne n=0; SS n=4)	Internship Final Wayne n=0; SS n=4)	Writing Artifact	CPCE 2022 Data (n=1*)	Praxis II 2022 (n=15)
Obj 1	KPI 1	-	-/2	4/4	4/-	-/-	-/-	-/5	-/5	-	-	-
	KPI 2	-	-/3	4/4	4/-	-/-	-/-	-/4	-/4	-	-	-
	KPI 3	-	-/2	4/4	4/-	-/-	-/-	-/4	-/5	-	-	-
	KPI 4	-	-/2	4/4	4/-	-/-	-/-	-/4	-/5	-	-	-
	KPI 5	-	-/2	4/4	4/-	-/-	-/-	-/4	-/4	-	-	-
	KPI 6	-	-/2	4/4	4/-	-/-	-/-	-/3	-/3	-	-	-
	KPI 7	-	-/2	3/ 4	3/-	-/-	-/-	-/4	-/3	-	-	-
	KPI 8	-	-/2	3/ 4	4/-	-/-	-/-	-/3	-/3	-	-	-
Obj 2	KPI 9	-	NA	NA	NA	NA	NA	NA	NA	-	-	-
	KPI 10	-	-/3	3/4	4/4	-/-	-/-	-/5	-/4	-	-	100% Pass
	KPI 11	-	NA	NA	NA	NA	NA	NA	NA	-	-	-
Obj 3	Skills	-/2	-/3	3/ 4	4/-	-/-	-/-	-/4	-/5	-	-	-
	Dispositions	-/3	-/3	4/4	4/-	-/-	-/-	-/4	-/5	-	-	-
MSE Writing Competence	Submission(s)	-/3	-	-	-	-	-	-	-	ND	-	-

Notes: Application data includes all applicants for a program start in summer 2022, fall 2022, or spring 2023; ND indicates no data for the year selected; NA used to demonstrate area not assessed for student as it does not pertain to their subject area.

*Data not reported as it would reveal student specific scores.

Table 6

CPCE 2022

	ALL (N=8)	MH-ALL (n=7)	MH-Wayne (n=5)	MH-SS (n=2)	SC Data not shared. Only one student*
KPI 1	13	12	12	15	-
KPI 2	10	10	10	12	-
KPI 3	11	11	11	9	-
KPI 4	10	11	10	12	-
KPI 5	11	11	11	12	-
KPI 6	13	13	13	13	-
KPI 7	11	11	10	12	-
KPI 8	10	10	11	9	-
Total Score Avg	88	89	87	92	-
Pass Rate	100%	100%	100%	100%	-

nbcc.

Descriptive Statistics on Wayne State College

Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Fall 2022		
Number Tested Nationally:	3151	Number Tested in Program:	3
Number Passed Nationally:	2498	Number Passed in Program:	3
National Pass Rate:	79%	Program Pass Rate:	100%

Work Behaviors and Domains	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	15.0	1.0	15.1	4.2
Intake, Assessment and Diagnosis	19	11.7	2.1	12.4	3.1
Areas of Clinical Focus	47	30.0	4.6	29.7	5.5
Treatment Planning	14	11.0	1.0	9.9	2.1
Counseling Skills and Interventions	48	37.0	2.6	33.3	6.2
Core Counseling Attributes	13	10.0	2.6	9.7	2.5
Score	160	114.7	10.1	110	18.6

CACREP Content Areas	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	9.0	1.7	9.6	2.7
Social and Cultural Diversity	3.3	0.6	2.8	0.9
Human Growth and Development	10.0	1.7	10.3	2.4
Career Development	10.0	1.0	9.7	2.6
Counseling and Helping Relationships	40.0	8.5	37.1	6.9
Group Counseling and Group Work	21.3	3.8	19.5	3.8
Assessment and Testing	16.3	4.5	16.6	4
Research and Program Evaluation	4.7	2.1	4.4	1.5
Score	114.7	10.1	110	18.6

Figure 2

nbcc

Descriptive Statistics on Wayne State College

Program: Clinical Mental Health Counseling

National Counselor Examination				
Examination Cycle:	Spring 2023			
Number Tested Nationally:	4740	Number Tested in Program:		3
Number Passed Nationally:	3820	Number Passed in Program:		3
National Pass Rate:	81%	Program Pass Rate:		100%

Work Behaviors and Domains	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	15	1	12.4	3.5
Intake, Assessment and Diagnosis	19	11.7	2.1	13.7	2.7
Areas of Clinical Focus	47	30	4.6	33.5	4.7
Treatment Planning	14	11	1	10.0	2.1
Counseling Skills and Interventions	48	37	2.6	35.3	6.0
Core Counseling Attributes	13	10	2.6	10.7	1.8
Score	160	114.7	10.1	115.7	16.7

CACREP Content Areas	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	9	1.7	9.4	2.0
Social and Cultural Diversity	3.3	0.6	5.9	1.6
Human Growth and Development	10	1.7	10.9	2.3
Career Development	10	1	15.4	3.4
Counseling and Helping Relationships	40	8.5	30.3	6.2
Group Counseling and Group Work	21.3	3.8	21.9	3.6
Assessment and Testing	16.3	4.5	19.4	3.5
Research and Program Evaluation	4.7	2.1	2.7	1.3
Score	114.7	10.1	115.7	16.7

Table 7

2022 Praxis II

	Average Score	Pass (156)
2018 (n=3)	166.33	100%
2019 (n=11)	169.55	100%
2020 (n=16)	171.56	100%
2021 (n=15)	171.47	100%
2022 (n=15)	170.07	100%

Table 8

Student Demographics Fall 2022 October 15th Snapshot

Ethnic and Gender Background of Students - Fall 2022

Fall 2022 (Oct. 15 Snapshot)	American Indian		Asian		Black		Pacific Islander		Hispanic		Two or more races		Unknown		White			International		Grand Total – Counseling
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	NB	F	M	
Clinical Mental Health Counseling (MSE)	3								5		3				32	7			1	51
Counselor Education Student Affairs and College Counseling (MSE)									0						2	1			1	4
School Counseling 7-12 (MSE)									2		1				6					9
School Counseling PK-6 (MSE)				1					1						5					7
School Counseling PK-6 and 7-12 (MSE)									1						11	2				14
Grand Total – Counseling	3	0	1	0	0	0	0	0	9	0	4	0	0	0	56	10	0	0	2	85
Grand Total All WSC Students	29	17	36	20	36	83	1	1	306	196	67	59	19	10	2,308	1,463	5*	50	67	4,773

*White students at the institutional level were the only race to report NB (non-binary) as a gender identity. This column was not added to other racial columns as no data was present.

4. D. (2) Key Findings and Program Modifications

Across all students, developmental improvements in KPIs, skills, dispositions, and passing of comprehensive testing is evident. Upon further review, ratings from site supervisors evaluating students at practicum and internship on KPIs varied by rater. Though we anticipate subjectivity in ratings, we expected that rating descriptions may be explicit enough to note levels of competence. The sharing of additional information related to scoring expectations has been addressed to ensure raters are instructed on evaluation expectations throughout the placement.

Demographic Data
Student demographic data is presented with institutional snapshot data reported each October. This information is gathered noting students currently enrolled and active in their respective program. Upon review of applicant data, all students were considered for the program interview regardless of presenting demographic information and no students were denied entry to the program due to their demographic information.

CPCE Data
Most notably, a lack of school counseling specific scores currently exists due to when program expectations were revised. CPCE testing became required for all students, regardless of program, starting for those on the fall 2021 catalog. This means that many of those students are expected to test in 2023, which will be reported on the following evaluation report. We anticipate that students will demonstrate passing scores similar to current clinical mental health students' scores given shared core course content.

NCE Data
Though we do not have access to individual data specific to the NCE exam scores determining location or subject area, all students who completed the NCE in the 22-23 academic year passed successfully. A passing score is required for Nebraska state licensure as an eventual Licensed Mental Health Practitioner (LMHP) following post-graduate hours completed with an approved supervisor.

Processes
Upon review of data gathering strategies and the incorporation of our new Director of Counseling Services position, the department has determined that annual survey evaluation, solicitation, and notation of program changes will occur each May as opposed to the end of the annual year. We expect this will provide maximum time for the CACREP liaison and Director of Counseling Services to compile and share out data with faculty and other stakeholders for discussion related to program modifications. This change will go into effect for the 2023-2024 school year with a data retreat conducted in May of 2024.

2022 Employer Data

As of December 28, 2022, a total of four employers of graduated counseling students have participated in the employer survey of WSC Counseling Program graduates in the last five years. This survey is sent to employers following each alumni survey completed providing employer contact information. All four employers indicated serving the Nebraska Region 4 services area and one indicated serving Iowa and South Dakota clients as well. In total, these four employers indicate hiring a total of 11 WSC Counseling graduates with one site highlighting the hiring of six WSC graduates.

Employers were tasked with scaling the statements below on a rating scale of (1) Strongly Disagree to (5) Strongly Agree.

	I believe the education in the WSC Graduate program prepared my employee(s):				
Employer	for the professional workforce associated with their program content area	for expected professional dispositions	to apply professional skills and evaluation processes effectively	to critically apply content knowledge acquired in their program	to demonstrate applicable writing skills required in their profession
1	4	4	4	4	4
2	5	5	5	5	5
3	5	5	5	5	5
4	5	5	5	5	5
Average Score	**4.75**	**4.75**	**4.75**	**4.75**	**4.75**

	I believe the faculty in the WSC graduate programs:			
Employer	Prepared my employee(s) in a way that was meaningful to the content explored	Demonstrated appropriate flexibility related to specific life situations and needs of my employee(s)	Modeled transparency and congruence as professionals in the field	Provided my employee(s) with effective feedback and structure to develop into an ethical professional
1	4	4	4	5
2	5	5	5	5
3	5	5	5	5
4	5	5	5	5
Average Score	**4.75**	**4.75**	**5**	**5**

I believe WSC as a campus:				
Employer	Provided appropriate access to technology services	Provided appropriate access to library and research services	Provided online learning platforms which enhanced my educational experiences (ex. Canvas, Zoom, VALT)	Provided a safe, accommodating, and inclusive environment
1	5	5	5	5
2	5	5	5	5
3	5	5	5	5
4	5	5	5	5
Average Score	**5**	**5**	**5**	**5**

Additional Comments Shared from Employers (all identifying information has been removed for privacy):
- We are proud to have many Wayne State graduates at our agency. Over the last couple of years, we have seen remarkable growth within the graduate program at Wayne.
- My WSC counseling graduate employee is outstanding. Much of that is due to their own drive and work ethic, but some of it is due to the preparation for this job done by WSC.
- They do a great job! We have several other Wayne State graduates, but they have been here longer than 5 years.

Summary of Data to Inform Programming:
The information shared by employers provides a promising outlook for WSC Counseling Program processes, faculty, and campus overall. The data provided by our employers is considered in context to our alumni and student data gathered. At this point in time, we plan to continue to work on refining our current practices to increase program and faculty ratings mirroring our campus scores.

2022 Field Experience Supervisor Data
As of December 28, 2022, a total of 30 field experience supervisors have participated in the field experience supervisor survey which provides feedback of our WSC field experience students at the practicum and internship levels. This particular batch of data includes placements from both 2021 (n= 14) and 2022 (n=16). This survey is sent to field experience supervisors following each field experience placement. All sites indicated serving a variety of regions in the state of Nebraska (R1=2; R3=3; R4=21; R5=4; R6=5). We also discovered that five sites serve Iowa clients as well and one site also serves clients in South Dakota. All 30 field experience supervisors indicated:
- their field experience students were able to meet their required hours easily during their placement
- they would recommend their field experience student to other sites
- a variety of supervision experiences and client demographics/experiences were available to their supervisee
- they were able to adequately support their supervisee
- no ethical concerns occurred during the field experience placement as observed by the supervisors of the supervisees

Supervisors shared the following related to specific items asked of their WSC Counseling graduate student:

How would you describe your overall experiences with this student at your site?	
Response	Frequency of Response
Excellent / Very Positive / Student is an Asset	17
Great / Top notch / Very Good	11
Easy to work with / Okay	2
Total	**30**

Degree to which:				
30 Site Supervisor Respondents	expectations were met for this supervisee	supervisors had opportunity and participation in decisions that affected the supervisee (ex. grades, gatekeeping, consequences)	your needs were met as a supervisor from WSC	you were satisfied with your supervisee
Average	**4.9**	**4.6**	**4.7**	**4.9**

I believe WSC as a campus:				
30 Site Supervisor Respondents	p	p	p	p
Average Score	**5**	**5**	**5**	**5**

Additional comments shared from site supervisors (all identifying information has been removed for privacy):

- My supervisee was well prepared for the experience. I was pleased with how the student was open to all experiences and jumped right in to be a part of the counseling team. Excellent questioning skills and the right temperament for the work.
- I think this survey needs to be more related to school counseling!
- My supervisee's skills and knowledge were good. I did have some frustrations with consistency with keeping the schedule. The supervisor test was not in any way related to school counseling. There should be different supervisor direction, preparation, and test for school counselors vs. clinical. The school setting is vastly different than a clinical setting. The direction that I received from the instructor at WSC was lacking. There also were no opportunities to visit in person with the instructor [by] myself. It is not always comfortable to answer questions with the supervisee sitting right there. Also, letting the supervisor know what type of questions to be prepared to answer would be helpful. I was asked questions that I didn't know I was responsible for. Such as "what goals do you have for your supervisee?". If you want the supervisor to make goals, then have that communicated. Depending on the supervisee to communicate everything seems reasonable as far as they are at a level that should be competent with that, but what if they don't communicate it? That puts the supervisor in an uncomfortable position. As a supervisor, I am actually doing WSC a favor. I did not like being treated like the one being evaluated.

- This was a great experience for me personally because there was someone else in the building that I could talk with, work through issues, and collaboratively meet the needs of our students and faculty. We have had an interesting beginning to our year and working with my supervisee helped me gain insight with different issues. My supervisee did an outstanding job of working with students, collaborating with me many times during the semester and would have no issues what so ever referencing him to work in any school district!
- This was an excellent experience for all involved. I learned many things I will continue to use in the future. [Student] has one of the best work ethics I have encountered. I really enjoyed the entire experience, and hope to be able to provide this with more students going forward. Thank you for the opportunity!
- I had another wonderful experience having a WSC student at my school.
- Thank you for the opportunity to supervise a WSC School Counseling Intern. I appreciated working the WSC Staff and learning about the current process of obtaining a Master's Degree in School Counseling in Nebraska.

Summary of Data to Inform Programming:
The information shared by site supervisors provides a promising outlook for the WSC Counseling Program processes, faculty, and student performance in practice overall. The data provided by our site supervisors is considered in context to our alumni, employer, and student data gathered as well. At this point in time, we plan to continue efforts integrating more curriculum specific to school counseling and modifying our assessment tools to be more directly inclusive of school counselors' scope of practice and evaluation of those criteria. We have also been working to ensure that all information is read prior to signatures from external sites so that expectations are clear prior to a student's placement. We have also been working to identify additional financial support for our site supervisors to alleviate the stress of time spent with students. We recognize that having a student at a site can be rewarding and taxing simultaneously.

Alumni Data
2022 Grad Alumni Data

	2021 Grad	HRSA-BHWET Participant/ Hired by site	Do you feel the counseling program has adequately addressed CACREP competencies related to your program? (yes/no)	Did you complete any supplemental certificates/courses through WSC? (yes/no)	Were you part of a residency or cohort program? (yes/no)	Are you currently working in counseling or related field? (yes/no)	Which regions in Nebraska do you serve? (select all that apply)	Other regions served outside of NE?	First Gen Grad Student (yes/no)
Clinical Mental Health Counseling (MSE)	4	3/3	4/0	2/2	0/3; 1 partially	3/1	Region 4 (3) Region 6 (2)	1 Iowa	3/1
Counselor Education Student Affairs and College Counseling (MSE)	0	0/0	0/0	0/0	0/0	0/0	0	0	0/0
School Counseling PK-6 and 7-12 (MSE)	2	0/0	2/0	0/2	0/1; 1 partially	1/1	Region 4 (2)	0	1/1
Grand Total – Counseling	6	3/3	6/0	2/4	0/4; 2 partially	4/2	Region 4 (5) Region 6 (2)	Iowa (1)	4/2

2022 Ratings for "My education in the WSC Graduate Counseling Program prepared me:"

Rating Scale (1) Strongly Disagree to (5) Strongly Agree

Items assessed:

1. My education in the WSC Graduate Counseling Program prepared me for the professional workforce associated with my program content area
2. My education in the WSC Graduate Counseling Program prepared me for expected professional dispositions
3. My education in the WSC Graduate Counseling Program prepared me to apply professional skills and evaluation processes effectively
4. My education in the WSC Graduate Counseling Program prepared me to critically apply content knowledge acquired in my program
5. My education in the WSC Graduate Counseling Program prepared me to demonstrate applicable writing skills required in my profession
6. Prepared me in a way that was meaningful to the content explored
7. Demonstrated appropriate flexibility related to my specific life situations and needs including any necessary accommodations.
8. Modeled transparency and congruence as professionals in the field
9. Provided me with effective feedback and structure to develop into an ethical professional
10. Provided appropriate access to technology services
11. Provided appropriate access to library and research services
12. Provided online learning platforms which enhanced my educational experiences (ex. Canvas, Zoom, VALT)
13. Provided a safe, accommodating, and inclusive environment

Respondents	Program	1	2	3	4	5	6	7	8	9	10	11	12	13
n=2	School Counseling (MSE)	4.5	4.5	4.5	4.5	4	4	5	5	4.5	4.5	5	5	5
n=4	Clinical Mental Health Counseling (MSE)	4.75	5	4.75	4.75	5	4.75	4.75	4.75	4.75	3.75	4.75	4.25	4.75
N=6	Average	4.45	4.55	4.27	4.55	4.36	4.09	4.64	4.45	4.27	4.27	4.73	4.55	4.64

Qualitative Responses for 2022 Grads

	CMHC	SC	SA/CC
Please share courses you have found MOST valuable in your program.	Ethics, Group Counseling, Assessment, Diagnosis, Practicum, Internship, Crisis Counseling, Diverse Families, Dual diagnosis, Organization/Administration, Multiculturalism	Academic Organization and Administration, Practicum, Internship	
Please share courses you have found LEAST valuable to this point in your program.	Career Counseling	Diagnosis	
Did the content of your courses inspire/motivate you to consider practicing in a high-need/high-demand/rural/underserved/diverse population/setting?	Yes (3) No (1)	Yes (1) No (1)	
If yes, please list any courses that you felt inspired or motivated you to work with a high-need/high-demand/rural/underserved/diverse population/setting?	Multiculturalism; Internship	Practicum	
Upon graduation, did you intend work as a counselor in a high-need/high-demand/rural/underserved/diverse community?	Yes (2) Possibly (2) I plan to work in a diverse community serving underserved clients as I feel passionate about this work and area to help meet the needs. WSC helped me to find an agency that matches my values and cares for therapists that works for them, this motivates me to stay in the area.	Yes (1) No (1) I plan to work in either a large urban school district or a small rural district as those are the one types of districts near where I live.	
Please provide any additional feedback related to your graduate program experiences at WSC. This information is used to help our programs improve and to ensure we can learn from your feedback.	Having a signature for PHI to be on electronic health record would be helpful as well as figuring out bugs in VALT. At the beginning of my program, some professors were not as understanding and did not use teaching techniques that worked well for me, leaving me to teach myself a lot of material. In the past year with the professors hired, it has improved so much!! And of course Dr. Boughn has always been amazing and helpful!	It was very hard sometimes to know what to expect from professors as the turnover in the counseling department was so high. I think Dr. Boughn was the only Professor I had multiple semesters as many of the others didn't stay more than a year. More classes just for school counselors	

Counseling Department Response to 2022 Alumni Survey Results:

Counseling faculty have made proposals to improve the School Counseling program during the Fall 2022 semester to take place in accordance with the Fall 2023 catalog. A continued area of focus is refinement of our School Counseling program with the changes outlined below. These changes have been created with the leadership of one of our School Counseling faculty members, Dr. Suzanne Scott.

Due to the change to one PK-12 endorsement area, two new courses specific to the PK-12 School Counseling program have been added to replace other courses, and an additional course is being added beginning Fall 2023. However, despite the addition of new courses, the total number of credits for our School Counseling students will decrease from 63 credits to the 60 credit hours required by CACREP (due to changes in the program of study courses).

Additionally, students who would have previously enrolled in both the PK-6 and the 7-12 endorsement areas would have had to complete a total of 900 hours of internship (450 hours in each endorsement area). To continue to promote the integrity of our field experiences for school counselors, we still require a supervised practicum of 100 hours (minimum 40 direct hours with 10 of those 40 hours completed as a leader/co-leader of group counseling sessions), and for students completing a PK-12 field experience, they will still be expected to complete a minimum of 600 hours total with 300 of those hours as direct client contact hours. Further, we plan to ensure those hours are equally distributed between both the PK-8 (300 hours; 150 direct) and 7-12 (300 hours; 150 direct) grade levels. The 600 hours requirement is an expectation of CACREP. Our future goal is to accredit our School Counseling PK-12 program under the CACREP standards to ensure our graduates complete a comprehensive, 60 credit hour degree based on national standards of practice. This change in internship hours also allows greater flexibility and availability to complete this requirement for many of our School Counseling students who are concurrently working full time, especially those working as teachers in the PK-12 school system.

In the summer of 2022, CSL 647 Comprehensive School Counseling was first offered to students in the PK-12 School Counseling program. This three-credit course was created to replace CSL 643 Elementary School Counseling (2 credits) and CSL 644 Secondary School Counseling (2 credits). The previous CSL 670 Organization/Administration of Counseling Services, which was offered to both our Clinical Mental Health students and our School Counseling students, branched into CSL 671 Academic Organization/Administration of Counseling Services which is specific to School Counseling students and CSL 672 Clinical Organization/Administration of Counseling Services (specific to the Clinical Mental Health students).

Additionally, a new class, CSL 650 is under final approval and will be developed for its first offering in the fall of 2023. CSL 650 Current Practices in School Counseling with Diverse Populations seeks to prepare school counselors-in-training (SCIT) for the changing needs of PK-12 students, working with students with disabilities, and addressing current best practices in the field of school counseling.

This proposal for CSL 650 aims to cover CACREP and NDE standards specific to school counselors and to replace two EDU courses and one SPD course that are specific to the education department but are currently required for CSL School Counseling students. School counselors-in-training need to build their own professional identity in relation to their role as a leader and advocate for special populations of students in the school system. EDU courses designed with future teachers as their primary audience do not offer SCIT the school counseling lens from which material needs to be presented to help them gain knowledge, skills, and practice as it directly relates to their profession. Therefore, CSL 650 will provide SCIT specific instruction, practice, and assessment as directly related to the school counseling field and will meet the needs of specific accreditation and state standards for school counselors.

This addition of CSL 650 eliminates the requirements of two EDU courses and one SPD course. It also allows for our PK-12 School Counseling program of study to include CSL 641 Counseling Children, as a requirement and not only an elective. Students who enter their school counseling practicum often reflect that they have little or no training in working with children and adolescents prior to beginning their practicum experience. Therefore, including CSL 641 as a requirement in our PK-12 program will enhance students' knowledge and skills for working with children.

See below for the **previous** PK-6 and 7-12 content area program of study courses and the previous PK-12 program of study.

Elementary Endorsement (PK-6) Content Area Requirements for School Counselors

CSL 641 Counseling Children 3

642 Consultation 2

643 Elementary School Counseling 2

688 Crisis Intervention* 3

697 Internship in Counseling (PK-6 setting) 3

Secondary Endorsement (7-12) Content Area Requirements for School Counselors

CSL 641 Counseling Children 3

642 Consultation 2

644 Secondary School Counseling 2

688 Crisis Intervention* 3

697 Internship in Counseling (PK-6 setting) 3

*CSL 688 Crisis Intervention is included as a counseling program core course; therefore, all counseling graduate students take this course.

School Counseling (PK-12 Field) Content Area Requirements for School Counselors: 27 hours

CSL 647 Comprehensive School Counseling 3

662 Supervised Practicum 3

671 Organization/Administration of Academic Counseling Services 3

697 Internship in Counseling (PK- 8 settings) 3

697 Internship in Counseling (7-12 settings) 3

Students must complete the following 12 hours to meet NDE Rule 24

SPD 565 Differentiated Methodology 3

636 Social/Emotional Behavior 3

EDU 626 Advanced Educational Psychology 3

658 Fundamentals of Curriculum Development PK-12 3

Below is the proposed program of study with the new CSL 650 course:

School Counseling (PK-12 Field) Content Area Requirements for School Counselors: 24 hours

CSL 641 Counseling Children 3

662 Supervised Practicum 3

697 Internship in Counseling (PK-8 setting) 3

697 Internship in Counseling (7-12 setting) 3

Students must complete the following 12 hours to meet NDE Rule 24

CSL 647 Comprehensive School Counseling 3

650 Current Practices in School Counseling with Diverse Students	3

671 Organization/Administration of Academic Counseling Services	3

SPD	636 Social/Emotional Behavior 3

4.D. (3) Substantial Program Changes

The Counseling Department is publishing the substantive change reports from 2020-present, previously filed and completed with CACREP. These reports are listed in order of filing starting with 2020 and ending with an update for 2022. This information is provided as a means to demonstrate transparency in programming changes and further document any CACREP compliance areas that were at risk during the stated times and how they were addressed. All files referenced are available upon request to the Counseling Department.

Report created December 2020

CHANGES IN FACULTY

There is one CACREP-accredited master's degree program in the Department of Counselor Education at Wayne State College (WSC), Wayne, NE; Clinical Mental Health Counseling (2015-present) which also has an external site of delivery in South Sioux City, NE at the College Center. The WSC Graduate Counseling program has experienced a variety of transitions since its accreditation approval in 2014 on the 2009 Standards. This program has had a full transition of faculty since 2014 and further has solidified its professional identity in counselor education with these progressive and necessary changes. In addition, this program has experienced recent and planned changes in leadership. As a result, Wayne State College has discovered opportunities related to ways in which we can improve our program data tracking, maintenance of catalog updates in accordance with program practices, and communication with students.

At the beginning of the 20-21 academic year, Dr. Alison Boughn was elected as the chair of the Counseling department. Dr. Boughn's transition to the role of department chair has involved working concertedly with her faculty, the dean, and staff to create a stable set of processes and consistent expectations in accordance with CACREP standards. As evidence was explored, it was apparent that the department's first goal was maintaining the integrity of the program, which is impactful to our region and essential to helping our institution live out its mission. This report has been created not only to demonstrate the necessary and progressive changes for the Fall 2021 semester with approval through CACREP, but also to outline our rationale and analysis for these changes. Our current faculty and leadership are dedicated to refining curriculum, assessment, and gatekeeping processes, as well as ensuring the program implements sustainable processes for the program moving forward.

Counseling Faculty

In 2017, we welcomed a new Dean for the School of Education and Behavioral Sciences (previously known as the School of Education and Counseling) Dr. Nicholas Shudak. From 2014-present, there have been six department chairs: 2014-2017, Branis Knezevic; 2017-2018, Kyle Wockenfuss; 2018-2019, Cody Dickson; Fall 2019, Katherine Murphy; Interim Chair Spring 2020, Nicholas Shudak (Dean); Interim Chair Summer 2020 and now current Chair beginning Fall 2020, Alison Boughn.

The program experienced a significant turnover of full-time faculty during the summer of 2019 and the 2019-2020 academic year resulting in more than 50% turnover of full-time faculty which required completing a substantive change report for CACREP. This turnover was due to retirements, life transitions, and other opportunities available for these faculty members.

The department's goal is to work towards retention of current faculty and staff as well as enrolling sustainable numbers of students to prepare for a potential lapse of faculty should an immediate change occur. The department chair, counseling faculty, and the dean are working towards developing evidence from other CACREP programs to demonstrate the needs of the counseling department at WSC and further to substantiate the rationale for sustainable programming.

South Sioux City Location

After the near completion of our first cohort located at the College Center (South Sioux City, NE), where delivery of core counseling courses occurred, current concerns were identified through practical issues, reports from students, and a disconnect from the main campus:

- In an effort to serve the mental and behavioral health needs of Wayne State's service region, a large inaugural cohort class was admitted. The cohort students were not initially considered in the ratio calculation effectively and WSC has been working to rectify our numbers to bring them in accordance with standard. This has since been resolved.

- Students had questions as to how to accomplish the remainder of their coursework following the completion of their core courses and did not have consistent advisement from a designated advisor due to faculty turnover. WSC has been working to rectify this.

- Students were required to secure external field experiences for practicum when many anticipated completing their practicum at the College Center when they started. The College Center cannot, at this time, support a clinic. We have worked to rectify this and believe this has been completed.

- The "cohort model" was devised to use of five Saturdays to help deliver much of the skills-based coursework, however, the time initially allotted did not allow for sufficient instruction when students had to miss a class. This hybrid model of learning challenged quality instruction, specifically if students had to miss one of the in-person days. WSC counseling faculty have met to discuss effective modes of delivery for Fall 2021 including remote classes and residency conferences for courses. This has met with success through faculty deliberations.

    o Our proposed transition for the Fall of 2021 is to attempt to create a conference style in-person instruction consisting of two residencies, each 2-3 full days of instruction in-person, ideally at the beginning and mid-term points of the semester, when attendance will be required with remaining instruction to take place online or through remote delivery formats. One of our new faculty members has extensive experience with this form of delivery and is helping the department reconceptualize effective cohort and hybridized delivery. Further, our goal is to ensure each student still has a program of study developed consistent with WSC on-campus expectations. This also allows us to set expectations early, provide enhanced protocols for in-person class time, and create a format that permits each student to thrive. These changes have been the result of intentional conversations with current faculty and adjuncts to make sure that WSC is striving toward excellent education experiences for our future mental health practitioners.

CHANGES IN CURRICULUM

The clinical counseling program is presently accredited until 2024 with a self-study due in 2022, under CACREP 2009 standards. We are implementing changes that mirror current 2016 standards so that we are prepared for 2023 standards soon. Through Boughn's leadership, work with external partners in the field, and concerted efforts with faculty, WSC has completed an extensive review of curriculum, developed a new course matrix, new course rotation, and revised selection of courses which we believe account for the 2009, 2016, and professional state expectation standards in Nebraska required of our clinical mental health graduates. We are hopeful to eventually accredit our School Counseling and Student Affairs/College Counseling Program under the most current CACREP standards though we are still refining what this looks like within WSC and with our state department of education expectations for these programs prior to application with CACREP.

Program Area Standards

There have been changes proposed and recommend for implementation by the WSC graduate council. Each proposal outlines what the changes will look like upon approval for Fall 2021. Additional tracked changes documents are added for reference as well to see changes. Our aim was to first ensure our institution was supportive of the changes being made and further that they were able to validate the rationale to our changes in an objective process given the changes proposed. In summary, we have updated course titles, catalog descriptions, and credit offerings in accordance with what is currently implemented in

the courses as well as to reflect more common practices in the field. In addition, we realized a lack of attention on dual diagnosis concerns and have determined a new course to be developed and added to the required core curriculum.

We have also determined that because we serve multiple specialty areas, though only one is CACREP accredited, students have found a lack of focus on their specific field of study in the CSL670 Organization and Administration course which has led us to create two different courses to permit appropriate focus on each and tailor this course to each specific program.

A topics course has also been proposed for our graduate counseling department to ensure we have a platform to address current issues in the field, topics our faculty would like to teach, and to provide a variety of opportunities to students looking to expand their knowledge beyond the structured curriculum.

Furthermore, some courses have been combined and content added to ensure 2009 and 2016 standards are met across all curriculum standards without leaving a knowledge gap. The most apparent changes are combining the content taught in the advocacy course with content in the multiculturalism course and adding content from the consultation course to the counseling techniques and strategies course. This has created room for the addition of the dual diagnosis course as well as psychopharmacology course. We feel that through these changes, our program is stronger. Upon CACREP approval we plan to offer the following for core curriculum for students starting in Fall 2021 and those who would like to be updated to the newest catalog for clinical mental health students ultimately resulting in the 60 credits required:

Graduate Counseling Core (36 hours)
Required courses for all areas of Counseling
EDU   603 Introduction to Educational Research and Design   3
CSL   541 Dual Diagnosis and Addiction Disorders   3
        547 Multicultural Counseling and Advocacy   3
        575 Psychopathology and Client Adaptation   3
        580 Professional Ethical and Legal Standards of Practice 3
        600 Theories of Counseling   3
        615 Career Development and Life Planning   3
        625 Theory and Practice of Appraisal   3
        630 Human Development Across the Lifespan   3
        660 Professional Foundations and Counseling Skills   3
        665 Group Counseling   3
        688 Crisis and Trauma Intervention   3

Content Area Requirements for Clinical Mental Health Counseling (24 hours)
CSL   645 Diverse Families and Relationships   3
        661 Counseling Techniques and Strategies   3
        662 Supervised Practicum   3
        672 Organization/Administration of Clinical Counseling Services 3
        675 Diagnosis and Treatment Planning in Counseling   3
        697 Internship in Counseling   6
PSY   540 Psychopharmacology   3

We have utilized these proposals to create a transparent, step-by-step outline of proceeding through the counseling program in the WSC Catalog. We believe this will ensure all students are aware of process expectations related to their program prior to application. Even further, we have found concerns with the maintenance of the portfolio software previously used to document student progress and competence in the program. Given that the portfolio has not been updated for some time and does not demonstrate effective competence in accordance with course content and assignments, the counseling department has determined that all students will be expected to take and pass the Counselor Preparation Comprehensive Examination (CPCE). The counseling department determined cutoff scores will be based on the national average.

We recognize that these changes may appear to be extensive though they intend to target delayed housekeeping from transitions and further aim to address both 2009 and 2016 standards as well as sustainable processes for our program. We have included an updated program matrix outlining where each standard will be met in our course curriculum, updated advising sheets for our faculty and students, the most recent graduate counseling handbook to be used in Fall 2021, and our proposed revised course rotation and delivery formats.

PROGRAM ASSESSMENT AND EVALUATIONS

As we transition to all students taking the CPCE in place of an educational portfolio, the assessment calendar has been modified to accommodate students on the previous version of the catalog as well as new students. Further we will offer current students to update their program to the new catalog should they choose to do so. This has also permitted an opportunity to change the 15 credit hour review standards into an annual review process to ensure effective gatekeeping may be maintained for all students. Our annual review processes include a student self-evaluation with the implementation of the Counselor Competencies Scale – Revised (CCS-R) (Lambie, 2018), a self-evaluation of core competencies, an updated program of study, and a professional disclosure of conduct.

Created December 2021

CHANGES IN FACULTY

There is one CACREP-accredited master's degree program in the Department of Counseling at Wayne State College (WSC), Wayne, NE: Clinical Mental Health Counseling (2015-present), which also has an external delivery site in South Sioux City, NE at the College Center. The WSC Graduate Counseling program has continued to evolve in a variety of ways since its accreditation approval in 2014 on the 2009 Standards. Most notably, we have updated all our syllabi in accordance with the 2016 standards, have bolstered partnerships through the awarding of a $1.1 million HRSA grant to build supervisory capacity in our rural contexts, and opened a new training clinic on campus starting the fall 2021 semester. In 2020, this program had a full transition of faculty since 2014 while solidifying our professional identity in counselor education. As many folks in higher education know, when it comes to faculty recruitment and retention, there is planned turnover, unplanned turnover, and the opening of new positions. We have experienced all of the above, and have managed our program's needs effectively with the help and support of our administration. This report briefly details those changes. We look forward to finishing what has been an excellent year, and already look forward to 2022-2023.

This report has been created to address substantive changes since our previous report related to our faculty including 51% turnover and three minimum core faculty members. Our current faculty and leadership are dedicated to refining curriculum, assessment, and gatekeeping processes, as well as ensuring the program implements sustainable processes for the program moving forward. We aim to continually employ new and qualified faculty as we stabilize our department.

Clinical Counseling Faculty

The department's goal is to work towards retention of current faculty and staff as well as enrolling sustainable numbers of students to prepare for a potential lapse of faculty should an immediate change occur. The department chair, counseling faculty, and the dean are working towards developing evidence

from other CACREP programs to demonstrate the needs of the counseling department at WSC and further to substantiate the rationale for sustainable programming. Curriculum vitae for all are presented for all full-time faculty hired in the Counseling Department, in the additional documents folder for reference as well as the dissertation agreement letters.

Though we recognize we are presently not meeting our standard of having three core faculty on staff for the academic year 2021-2022, we have invested in two professionals who are at the ends of their programs to fulfill this standard. Similarly, to many rural serving state colleges, those in our hiring pool are seasoned professionals nearing the end of their doctoral programming. The two current faculty we have and the new hire we made, will be excellent additions to our programs, and are familiar with our rural context. While the future core faculty are in development, Boughn has maintained minimal ratio compromises for students and ensured that the ratio can effectively account for our changes. This is best reflected in the ratio data for both South Sioux City and Wayne across the 2021 year. In each semester we were able to maintain student to faculty ratios falling in the 12:1 range as required; with only one semester in fall 2021 demonstrating that we had more credits being taught by non-core faculty (53%) than core faculty (47%) which was to be expected at this time. Though our core to non-core percentage is not in accordance with the 51% core faculty teaching courses, it is evident that primarily courses are taught by full time counseling department faculty and not external adjunct faculty. This is completed to ensure mentorship for future core faculty is available by current core faculty as non-core faculty finish their dissertations.

Created May 2022

The WSC Graduate Counseling program has continued to evolve in a variety of ways since its accreditation approval in 2014 on the 2009 Standards. Most notably, we have updated all our syllabi in accordance with the 2016 standards, have bolstered partnerships through the awarding of a $1.1 million HRSA grant to build supervisory capacity in our rural contexts, and opened a new training clinic on campus starting the fall 2021 semester. In 2020, this program had a full transition of faculty since 2014 while solidifying our professional identity in counselor education. As many folks in higher education know, when it comes to faculty recruitment and retention, there is planned turnover, unplanned turnover, and the opening of new positions. We have experienced all of the above, and have managed our program's needs effectively with the help and support of our administration. This report briefly details those changes. We look forward to finishing what has been an excellent year, and already look forward to the 2022-2023 academic year.

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Clinical Counseling Faculty

In the summer of 2021, we had a turnover of more than 50% of our faculty. Our group actively searched for and hired new faculty members to remedy this delay though we did not maintain our minimum of three core faculty during this transition as we awaited our two new faculty members' degree completions. This change prevented us from offering 51% of our coursework by degree awarded core faculty members in fall 2021.

The department's goal is to work towards retention of current faculty and staff as well as enrolling sustainable numbers of students to prepare for a potential lapse of faculty should an immediate change occur. The department chair, counseling faculty, and the dean are working towards developing evidence from other CACREP programs to demonstrate the needs of the counseling department at WSC and further to substantiate the rationale for sustainable

programming. Curriculum vitae for all are presented for all full-time faculty hired in the Counseling Department, in the additional documents folder for reference as well as the dissertation agreement letters gathered in fall 2022 to ensure dedication to the dissertation.

Though we recognize we temporarily did not our standard of having three core faculty on staff for the fall and spring of the 2021-2022 academic year, we did invest in two professionals who successfully completed their doctoral programs and, at the time of this report, plan to remain at WSC. Similarly, to many rural serving state colleges, those in our hiring pool are seasoned professionals nearing the end of their doctoral programming.

While the future core faculty are in development, Boughn has maintained minimal ratio compromises for students and ensured that the ratio can effectively account for our changes. This is best reflected in the ratio data for both South Sioux City and Wayne across the 2021 year. In each semester we were able to maintain student to faculty ratios falling in the 12:1 range as required for all sites our faculty were teaching at; with only the fall 2021 and spring 2022 semesters demonstrating that we had more credits being taught by non-core faculty than core faculty which was to be expected at this time. Though our core to non-core percentage was not in accordance with the 51% core faculty teaching courses, it is evident that primarily, courses are taught by full time counseling department faculty and not external adjunct faculty. This is completed to ensure mentorship for future core faculty is available by current core faculty as non-core faculty finish their dissertations.

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CACREP Substantive Change Report Response to Dr. Urofsky's Letter
Created September 2022

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Updated CVs

In accordance with the request, current full-time faculty (core and non-core) for the 22-23 academic year have updated their CVs. Each CV includes their master's degree focus, professional membership designations, completion or anticipated completion of their doctoral degree in counseling education and supervision (as applicable), and employment at Wayne State College (WSC).

Full-Time Faculty	Core Status as of September 2022
Alison Boughn, PhD	Core
Jeff Peterson, PhD	Core
Suzanne Scott, PhD	Core
Kathryn Hecht-Weber	Non-Core
Tobin Streff	Non-Core

Core and Non-Core Faculty Designations

Following the recent transition of Dr. Mike Caverly to another institution in August of 2022, WSC prepared to have three core faculty in the fall. In fall of 2022, the counseling department maintained three core faculty to teach graduate counseling courses, Dr. Suzanne Scott, Dr. Jeff Peterson, and Dr. Alison Boughn and two full-time non-core faculty, Professor Kathryn Hecht-Weber, and Instructor Tobin Streff. In addition to the department's full-time faculty, we have also employed two adjunct faculty teaching two courses for the department in the fall 2022 semester.

Core Faculty Qualifications Request Table

Name	Degree	Title	CACREP Accredited	Institution	Graduation Date
Alison Boughn	PhD	Counselor Education and Supervision	Yes	University of South Dakota	December 2019

| Jeff Peterson | PhD | Counselor Education and Supervision | Yes | Walden University | 2017 |
| Suzanne Scott | PhD | Counselor Education and Supervision | Yes | Adams State University | May 2022 |

Core Faculty Qualifications Request Table

Name	(2) Sustained memberships	(2) Through the maintenance of certifications and/or licenses related to their counseling specialty area(s)
Alison Boughn	• 2021-present Association for Counselor Education and Supervision (ACES); North Central ACES (NCACES) • 2019-present Nebraska Counseling Association • 2015-present National Board of Certified Counselors • 2013-present American Art Therapy Association • 2013-present American Counseling Association	• 2020-present Licensed Independent Mental Health Practitioner (#2419), Professional Counselor (#2596) (LIMHP; Nebraska) • 2020-present Qualified Mental Health Provider (QMHP) • 2019-present Licensed Mental Health Counselor (LMHC; Iowa) #083869 • 2020-presentLicensed Professional Counselor Mental Health (LPC-MH; South Dakota) #LPC-MH30510 • 2018-present Art Therapist Registered Board Certified (ATR-BC) #18-092 • 2017-2027 Certified Trauma focused Cognitive Behavioral Therapist (TF-CBT); Presently listed in Sioux City, IA https://tfcbt.org/members/ • 2016-present National Certified Counselor (NCC) #757243
Jeff Peterson	• Association for Counselor Education and Supervision (ACES) (2012—Present) • American Counseling Association (ACA) (2011 —Present) • American Mental Health Counselors Association (AMHCA)(2011 —Present) • American Psychological Association (APA) (2012—Present) • National Board of Certified Counselors (NBCC) (2012—Present) • Nebraska Counseling Association (NCA) (2020—Present)	• National Certified Counselor NCC (2014 –Present) • Licensed Mental Health Counselor LMHC (Iowa, 2020 –Present) • Licensed Independent Mental Health Practitioner LIMHP (Nebraska, 2020 –Present) • NBCC Telemental Health Training Certification (NBCC, 2020) • Licensed Professional Counselor LPC (Colorado, 2013 –2021) • Licensed Professional Counselor LPC (Missouri, 2012 –2021) • Licensed Clinical Professional Counselor CPC(Kansas, 2015 –2022) • Clinical Mental Health Counselor CMHC (Utah, 2019 –2022)

			Clinical Supervisor for LCPC (Kansas, 2017 –2022)
Suzanne Scott	• 2021-Present Nebraska School Counselor Association • 2019-Present Chi SigmaIota2018-Present Association of Counselor Education and Supervision • 2018-Present American Counseling Association • 2014-2021 Wyoming Counseling Association • 2012-Present Wyoming School Counselor Association • 2006-Present American School Counselor Association • 2005-Present Psi Chi National Honor Society in Psychology		• 2019 TEED 589: From the Classroom to theWebCertificate from Adams State University • 2019 Quality Matters (QM) Certificate in Applying the QM Rubric (APPQMR) • 2013-Present National Board Certified Teacher National Board for Professional Teaching Standards Specialization: Early Childhood Through Young Adulthood/School Counseling • 2009-Present Certified School Counselor K-12 Wyoming Professional Teaching Standards Board • 2006-Present Licensed Professional Counselor (License #LPC-1190) • North Carolina Board of Licensed Professional Counselors (2006-2009) and Wyoming Mental Health Professions Licensing Board (2009-present)

Core Faculty Qualifications Request

There are a variety of experiences outlined by each core faculty member on their respective CVs. These actives space across advocacy for the college, profession, and community as well as presentations and research related to the counseling profession. Most noted, our department has been accomplishing tasks related to our $1.1 million HRSA grant to create opportunities for rural counseling needs and career placements. Please review each core faculty members' CV for additional details.

Revised Calculation of the Projected Ratio Hour

Dr. Caverly's transition to another institution over the summer of 2022 warrants this report. We have outlined our current ratio at this time to demonstrate WSC's commitment to maintaining high quality education standards for our students across all delivery sites and programs. Our ratio calculations articulate the break down by site (Wayne Campus and South Sioux City College Center Campus) as well as combined. Because our faculty serve both sites, we believe the transparency in ratio calculation demonstrates our continued compliance with CACREP expectations.

Program Update Created December 2022

As shared above in accordance with our current refinement of the school counseling program, we are working to create a realistic and specialty focused program for our school counselors which meets both state and national expectations of the profession. Another success of our program this 2022-2023 academic year has been welcoming an additional school counseling faculty member who is working to complete her dissertation. This has now elevated the professional specialty area in our department by having two school counseling focused full-time faculty.

We also have two core faculty who are specialized in mental health and will be welcoming a Director of Counseling Services in January of 2023 to coordinate the training clinic on-campus and provide additional support for our field placements. This role will continue to work closely with the department chair and our partners at the Behavioral Health Education Center of Nebraska (BHECN) as we work to become BHECN Northeast. The clinical services director role will also continue to help us with the development of our curriculum and student processes as part of the counseling department team.

The fall 2022 semester was the department's first implementation of the Slate admissions software which has been integrated with substantial success due to the expertise of our technology services unit on-campus. We are also fully moving all student data into Anthology as we look forward to our next round of annual reviews in the spring of 2023. We expect that with continued technology integration and advancement of our programming processes that we have established sustainable practices for years to come!