



### Program Review Self-Study Template

Academic unit: CLES \_\_\_\_\_

College: Education \_\_\_\_\_

Date of last review April 2014 \_\_\_\_

Date of last accreditation report (if relevant) \_\_\_\_\_

List all degrees described in this report (add lines as necessary)

Degree: EdD in Educational Leadership \_\_\_\_\_ CIP\* code: 13.0401 \_\_\_\_\_

Degree: EdS in School Psychology \_\_\_\_\_ CIP code: 42.2805 \_\_\_\_\_

Degree: MEd in Educational Leadership \_\_\_\_\_ CIP code: 13.0401 \_\_\_\_\_

Degree: MEd in Educational Psychology \_\_\_\_\_ CIP code: 42.2806 \_\_\_\_\_

Degree: MEd in Counseling \_\_\_\_\_ CIP code: 13.1101 \_\_\_\_\_

\*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)

Name	Signature
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<u>Susan Bray, Assistant Professor of Counseling</u> _____	_____
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<u>Doris Burgert, Instructor, Educational Psychology</u> _____	_____
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<u>Craig Elliott, Senior Fellow of Educational Leadership</u> _____	_____
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<u>Jody Fiorini, Associate Professor of Counseling</u> _____	_____
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<u>Eric Freeman, Assistant Professor of Educational Leadership</u> _____	_____
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<u>Jason Herron, Assistant Professor of Educational Psychology</u> _____	_____
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<u>Beatrice Latavietz, Assistant Professor of Educational Psychology</u> _____	_____
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<u>Jiaqi Li, Assistant Professor of Counseling</u> _____	_____
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<u>Wei-Cheng Joseph Mau, Professor of Counseling</u> _____	_____
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<u>Nancy McKellar, Associate Professor of School Psychology</u> _____	_____
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<u>Jean Patterson, Professor of Educational Leadership</u> _____	_____
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<u>Marlene Schommer-Aikins, Professor of Educational Psychology</u> _____	_____
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<u>Patrick Terry, Senior Fellow of Educational Leadership</u> _____	_____
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<u>Susan Unruh, Assistant Professor of School Psychology</u> _____	_____
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Submitted by: \_\_\_\_\_

(name and title)

Date \_\_\_\_\_

In yellow highlighted areas, data will be provided
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**1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).**

a. University Mission:

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

- b. Program Mission (if more than one program, list each mission): The mission of CLES is to prepare skilled, scholarly, and socially responsible professionals in the disciplines of Counseling, Educational Leadership, Educational Psychology and School Psychology.
- c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.  
Each of the graduate degree programs offered in the CLES department is designed to offer high quality educational opportunities that offer career and/or further educational advancement. Students who attain graduate degrees in CLES increase their earning potential and the nature of the programs contributes to the public good.
- d. Has the mission of the Program (s) changed since last review?  Yes  No  
i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The CLES Department's mission statement encompasses the university's mission to prepare graduates who contribute to the public good. All programs emphasize inquiry, theory, and applied learning, which include clinical, practicum, and other field experiences.

- e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?  
 Yes  No

EdD in Educational Leadership: The EdD is a 55-hour professional doctoral program, with the majority of graduates pursuing careers in K-16 leadership; about 15% go into faculty positions in higher education. It is the only doctoral program in the College of Education. It is premised on a scholar-practitioner model where students theorize their experience and learn the inquiry process through field-based research. Completion of the program requires students to pass a written comprehensive exam, and to defend a research proposal and the final dissertation before a committee of 5 graduate faculty.

EdS in School Psychology: The EdS program now consists of two program track options. The original post-Master's degree program prepares school psychologists who are able to provide psycho-educational services to students and their families as part of a school-based educational team. The degree is comprised of 39 hours of post-Master's degree coursework and includes a yearlong internship upon completion of the degree. A second track allows individuals to pursue a post-baccalaureate degree option. The degree is comprised of 60 hours of post-baccalaureate degree coursework and includes a yearlong internship upon completion of the degree. This new program will begin in summer 2017.

MEd in Educational Leadership: This 33- hour program prepares individuals for careers as principals, assistant principals, and other leadership roles in Kansas' schools. The integrated curriculum includes extensive practicum experience in schools supervised by an on-site mentor

and a university faculty member. An additional certificate program was created which will allow students with a teaching license and a master's degree to obtain their building-level license as a school principal in 15-21 credits rather than pursuing a second master's degree. This new program will begin in summer 2017.

**MEd in Educational Psychology:** Students can pursue a 36-hour non-thesis option or 32-hour thesis program in Educational Psychology. Many graduates of this program go on to the School Psychology Specialist degree program and others pursue doctoral degrees in Psychology. Educational Psychology faculty also teach service courses for the undergraduate teacher education program in the Department of Curriculum & Instruction.

**MEd in Counseling:** The counseling program now offers three degree tracks: 1) a 48-hour program prepares candidates for careers in school counseling; 2) a 60-hour program preparing candidates to pursue careers in mental health counseling and obtain their Licensed Professional Counselor (LPC) credential; and 3) a 45-hour program preparing students to pursue careers in higher education. The counseling program offers training to become a registered play therapist as recognized by the Association for Play Therapy.

**2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).**

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number Of Exhibits		Creative Work		No. Books	No. Book Chaps	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1 2014	8	1	24				n/a	n/a	n/a	n/a	n/a	n/a	n/a		2	1	7500
Year 2 2015	14	2	26				n/a	n/a	n/a	n/a	n/a	n/a	n/a		5	3	10000
Year 3 2016	11	2	30		1		n/a	n/a	n/a	n/a	n/a	n/a	n/a		4	2	8000

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

## CLES Department

**Table 1: Fiscal Year Summation of Student Credit Hour (SCH) Production**

Fiscal Year (summer-fall-spring sequence)						Rolling 5 FY average				
Course level:	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
Total	5,004	4,458	4,055	4,638	4,524	4,581	4,760	4,536	4,451	4,512
100-299	0	0	0	0	0	0	0	0	0	0
300-499	1,195	1,128	953	911	900	963	1,105	1,017	971	966
500-699	0	0	0	0	0	0	0	0	0	0
700-799	1,256	1,056	796	1,058	903	1,021	971	1,014	967	950
800-899	1,822	1,535	1,675	1,792	1,855	1,936	2,081	1,736	1,759	1,868
900-999	731	739	631	877	866	661	603	769	755	728

note: SCH of all enrolled department offerings summated by FY for each census day; in some cases department level SCH includes entire department offerings.

**Table 4: Instructional FTE Employed on November 1st Census Day**

Year of November Census Day						Rolling 5 year average				
Employee type:	2009	2010	2011	2012	2013	2014	2015	2009-2013	2010-2014	2011-2015
Program total	15.7	13.8	16.1	19.4	16.7	18.4	19.8	16.3	16.9	18.1
Tenure eligible faculty	7.8	7.0	7.2	10.2	9.8	10.2	11.3	8.4	8.9	9.7
Non-tenure eligible faculty	3.0	3.0	4.0	4.0	2.5	4.0	3.0	3.3	3.5	3.5
Lecturers	4.9	3.8	4.8	5.3	4.4	3.2	4.7	4.7	4.3	4.5
GTA	0	0	0.5	0.5	0.5	0.5	0.5	0.3	0.4	0.5
Unclassified professional	0	0	0.8	0.0	0.0	0.0	0.0	0.2	0.2	0.2
Classified staff	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GSA, GRA, UG std	0	0	0	0	0	0	0	0	0	0.0

note: active employment positions at November 1st freeze; employee type based on ecl and egrp matrix.; fte of 1 based on 80 hour bi-week appointment; employee type based on ecl and egrp matrix; KBOR minima for faculty (TTF) 3 for UG, plus 3 for masters, plus 2 for doctoral.

**Table 7: Degree Production by Fiscal Year**

Fiscal Year (summer-fall-spring sequence)						Rolling 5 FY average				
Degree level:	2010	2011	2012	2013	2014	2015	2016	2010-2014	2011-2015	2012-2016
Total	24	23	14	19	14	14	24	19	17	17
Doctoral	0	0	0	0	0	0	0	0	0	0
Masters	24	23	14	19	14	14	24	19	17	17
Bachelor	0	0	0	0	0	0	0	0	0	0
Associate	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes; KBOR minima 10 UG, 5 GR masters & 2 GR doctoral.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here: During the AY 2015, the CLES department had 19.8 FTE including lecturers and GTAs. The department has 5 tenured, 6 tenure-eligible faculty, 3 instructors, and two vacant lines. The Educational Leadership programs have 1 tenured/1 tenure eligible faculty members, one vacant faculty line and 2 Senior Fellows who have no expectation for research. One senior fellow is retiring in 2017 and a 0.5 replacement was hired as a Clinical Professor for Fall 2017. The School Psychology program has 2 tenured faculty members. One is retiring in 2017. A search is under way for a replacement for AY 2017. The Educational Psychology program has 1 tenured/2 tenure-eligible faculty members and one instructor. The Counseling program has 1 tenured/2 tenure-eligible faculty members and one vacant position. The program will be searching to fill that vacancy for AY 2018. The Department Head is a tenured faculty member who was hired in AY 2015 to manage the department's administrative responsibilities. She teaches occasional courses in the counseling and school psychology programs.

CLES faculty are productive scholars and regularly present their research at refereed conferences and publish in peer-reviewed journals, which is evidence of high quality scholarship. CLES faculty have expertise in theories and application of leadership in educational and human service organizations, policy and politics, K-12 and post-secondary education leadership, learning and cognition, research methods (statistics, action research, and qualitative inquiry), school, higher education, and mental health counseling, and play therapy.

Enrollments in the various programs have remained stable over the past 5 years, with the department graduating about 50 students each academic year. A review of course evaluations indicates students rate a majority of courses in the Very Good to High range. Faculty members with poor course evaluations are counseled on ways to improve. Students generally find the courses offered in the department to be rigorous and of value to their career goals.

The CLES department faculty underwent an ongoing strategic planning process during the 2015-17 academic years, with a focus on expanding programs and increasing enrollments. To this end, program track options were increased due to demand and enrollments have increased. Concomitantly, the strategic plan incorporates opportunities to increase faculty and graduate student scholarship.

**3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

- a. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. GPAs for students admitted to CLES degree programs in Educational Leadership and Counseling tend to be slightly higher than the average WSU graduate student.

Mean GPA of Admitted Graduate Students	2014	2015	2016
University Level	3.5	3.5	3.5
Educational Leadership	3.7	3.9	3.8
School Psychology	3.5	3.5	3.5
Educational Psychology	3.5	3.5	3.5
Counseling	3.6	3.6	3.6

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

All programs in the Department of Counseling, Educational Leadership, Educational and School Psychology have an assessment plan for measuring student progress on learner outcomes (program standards). Data on these assessments are routinely collected and analyzed and used to determine if improvements are needed in the program. The results of annual reports are shared with each program's advisory council and changes are made accordingly.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

**Learning Outcomes:** Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

**Assessment Tool:** One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

**Criterion/Target:** Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

**Result:** Actual achievement on each learning outcome measurement (e.g., 95%).

**Analysis:** Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

#### EdD in Educational Leadership

Learning Outcomes	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1. The doctoral candidate understands and applies inquiry processes necessary to help all students learn through a focus on problems of practice and human relations, and to contribute to the development of diverse learning organizations	1. Seminar Assessment  2. Comprehensive Exam	1. 100% of 7 rubric items rated Acceptable or minimum score of 14  2. 100% Acceptable ratings on 20 rubric items or a minimum score of 40	In the past three years (2014-2016) 95% of doctoral students passed these assessments.	Results indicate students are attaining the learning outcomes to the requirements of the program. 95% of students who pass these assessments go on to successfully

appropriate for the 21 <sup>st</sup> century.				complete a dissertation.
2. The doctoral candidate understands and applies foundational content knowledge in the discipline of educational leadership, including theories of leadership, organization, policy analysis, diversity, equity, and socio-cultural contexts of schools, and research perspectives, theories, and methodologies.	1. Field Study Assessment  2. Comprehensive Exam	1. 100% of 8 rubric items rated Acceptable, or a minimum composite score of 16  2. 100% Acceptable ratings on 20 rubric items or a minimum score of 40	In the past three years (2014-2016) 95% of doctoral students passed these assessments.	
3. The doctoral candidate works collaboratively and communicates effectively in multiple contexts with diverse groups.	1. Field Study Assessment  2. Comprehensive Exam Reflection	1. 100% Acceptable ratings on 8 rubric items, or a minimum composite score of 16  2. 100% of 3 rubric items rated Acceptable or a minimum composite score of 6	In the past three years (2014-2016) 95% of doctoral students passed these assessments.	
4. The doctoral candidate understands the potential appropriate/emerging technology creates for transforming learning and the learning environment; and multiple applications and integration of technology in school leadership, research, and communication.	1. Technology Assessment  2. Comprehensive Exam	1. 100% of 9 rubric items rated Acceptable or minimum composite score of 18  2. 100% Acceptable ratings on 20 rubric items or a minimum score of 40	In the past three years (2014-2016) 95% of doctoral students passed these assessments.	
5. The doctoral candidate reflects on his/her knowledge, its application to practice, and its ethical implications.	1. Reflection Rubric  2. Comprehensive Exam Reflection	1. 100% of 11 items rated Acceptable or a minimum composite score of 22  2. 100% of 3 rubric items rated Acceptable or a minimum composite score of 6	In the past three years (2014-2016) 95% of doctoral students passed these assessments.	
6. The doctoral candidate reflects on his/her beliefs, perceptions, and attitudes related to global and multicultural awareness, and demonstrates respect for diversity in personal and professional contexts.	1. Reflection Assessment  2. Comprehensive Exam Reflection	1. 100% of 11 rubric items rated Acceptable or a minimum composite score of 22  1. 100% of 3 items rated Acceptable or a minimum composite score of 6	In the past three years (2014-2016) 95% of doctoral students passed these assessments.	

### MEd in Educational Leadership

Learning Outcomes (program standards)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1. Shared School Vision of Learning: An education leader	1. Praxis II	1. State Cut Score of 165 or better	In the past 3 years (2014-2016) 100% of	Results indicate students are

<p>at the building level applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision for high expectations of learning that is shared and supported by all stakeholders.</p>	<p>2. Mentor Evaluation in EL 845 3. Field Research in EL 843 4. Community Resources and Business Partnerships in EL 823</p>	<p>2. Acceptable or Target rating on each of 14 criteria 3. Acceptable or Target rating on each of 8 criteria 4. 3. Acceptable or Target rating on each of 12 criteria.</p>	<p>the students have passed these assessments.</p>	<p>attaining the learning outcomes to the requirements of the program. In the past 3 years (2014-2016), 100% of candidates have successfully completed the program.</p>
<p>2. The building level administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth.</p>	<p>1. Praxis II 2. Teacher Evaluation Program Development Including Individual Reflection 3. Mentor Evaluation in EL 845 4. Technology Integration Plan in EL 803</p>	<p>1. State Cut Score of 165 or better 2. Acceptable or Target rating on each of 9 criteria 3. Acceptable or Target rating on each of 14 criteria 4. Acceptable or Target rating on each criterion</p>	<p>In the past 3 years (2014-2016) 100% of the students have passed these assessments</p>	
<p>3. The building level administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>	<p>1. Praxis II 2. Mentor Evaluation in EL 845 3. Leadership and Organizational Analysis Project and Reflection</p>	<p>1. State Cut Score of 165 or better 2. Acceptable or Target rating on each of 14 criteria 3. Acceptable or Target rating on each of 21 criteria</p>	<p>In the past 3 years (2014-2016) 100% of the students have passed these assessments</p>	
<p>4. The building level administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources.</p>	<p>1. Praxis II 2. Mentor Evaluation in EL 845 3. Community Resources and Business Partnerships Project and reflection</p>	<p>1. State Cut Score of 165 or better 2. Acceptable or Target rating on each of 14 criteria 3. Acceptable or Target rating on each of 12 criteria</p>	<p>In the past 3 years (2014- 2016) 100% of the students have passed these assessments</p>	
<p>5. An education leader at the building level applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p>	<p>1. Praxis II 2. Mentor Evaluation in EL 845 3. Community Resources and Business Partnerships Project and reflection</p>	<p>1. State Cut Score of 165 or better 2. Acceptable or Target rating on each of 14 criteria 3. Acceptable or Target rating on each of 12 criteria</p>	<p>In the past 3 years (2014- 2016) 100% of the students have passed these assessments</p>	
<p>6. The building level administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>1. Praxis II 2. Mentor Evaluation in EL 845 3. Community Resources and Business Partnerships Project and reflection 4. Leadership for Social Justice Paper</p>	<p>1. State Cut Score of 165 or better 2. Acceptable or Target rating on each of 14 criteria 3. Acceptable or Target rating on each of 12 criteria 4. Acceptable or Target rating on each of 7 criteria</p>	<p>In the past 3 years (2014-2016) 100% of the students have passed these assessments</p>	



Learning Outcomes (program standards)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1. The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.	1. Comprehensive Examination: Standard 1 Questions  2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 1  3. Knowledge Exam: Standard 1 Questions	1. Correctly answers 75 % of questions.  2. Ratings of 3, 4, or 5 on 70% of indicators  3. Correctly answers 70 % of questions:	2014- 2016: 100% of candidates passed all assessments for this standard	Candidates in the program are meeting or exceeding all assessment criteria, successfully pass the national exam, and go on to pursue successful careers as school psychologists
2: The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.	1. Comprehensive Examination: Standard 2 Questions  2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 2  3. Consultation Project	1. Correctly answers 70 % of questions.  2. Ratings of 3, 4, or 5 on 85% of indicators  3. 70 /100 points	2014- 2016: 100% of candidates passed assessments 1 & 2 for this standard and 67% of candidates passed assessment 3.	One student did not pass their Consultation Project on their first try.
3: The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.	1. Comprehensive Examination: Standard 3 Questions  2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 3  3. Intervention Project  4. Knowledge Exam: Standard 3 Questions	1. Correctly answers 70 % of questions.  2. Ratings of 3, 4, or 5 on 70% of indicators.  3. 70/100 points  4. Correctly answers 70% of questions	2014- 2016: 100% of candidates passed all assessments for this standard	
4: The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.	1. Comprehensive Examination: Standard 4 Questions  2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 4  3. Intervention Project  4. Knowledge Exam: Standard 4 Questions	1. Correctly answers 70 % of questions.  2. Ratings of 3, 4, or 5 on 70% of indicators.  3. 70/100 points  4. Correctly answers 70% of questions	2014- 2016: 100% of candidates passed all assessments for this standard	
5: The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.	1. Comprehensive Examination: Standard 5 Questions  2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 5  3. Knowledge Exam: Standard 5 Questions	1. Correctly answers 70% of questions.  2. Ratings of 3, 4, or 5 on 70% of indicators  3. Correctly answers 70% of questions	2014- 2016: 100% of candidates passed all assessments for this standard	
6: The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies	1. Comprehensive Examination: Standard 6 Questions  2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 6  3. Knowledge Exam: Standard 6 Questions	1. Correctly answers 70% of questions.  2. Ratings of 3, 4, or 5 on 70% of indicators  3. Correctly answers 70% of questions	2014- 2016: 100% of candidates passed all assessments for this standard	

and practices that create and maintain safe, supportive, and effective learning environments for children and others.				
7: The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.	<p>1. Comprehensive Examination: Standard 7 Questions</p> <p>2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 7</p> <p>3. Knowledge Exam: Standard 7 Questions</p>	<p>1. Correctly answers 70% of questions.</p> <p>2. Ratings of 3, 4, or 5 on 70% of indicators</p> <p>3. Correctly answers 70% of questions</p>	2014- 2016: 100% of candidates passed all assessments for this standard	
8: The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	<p>1. Comprehensive Examination: Standard 8 Questions</p> <p>2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 8</p> <p>3. Knowledge Exam: Standard 8 Questions</p>	<p>1. Correctly answers 70% of questions.</p> <p>2. Ratings of 3, 4, or 5 on 70% of indicators</p> <p>3. Correctly answers 70% of questions</p>	2014- 2016: 100% of candidates passed all assessments for this standard	
9: The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	<p>1. Practicum Field Experiences Evaluation: Performance Indicators for Standard 9</p> <p>2. Knowledge Exam: Standard 8 Questions</p>	<p>1. Ratings of 3, 4, or 5 on 70% of indicators</p> <p>2. Correctly answers 70% of questions</p>	2014- 2016: 100% of candidates passed all assessments for this standard	
10: The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.	<p>1. Comprehensive Examination: Standard 10 Questions</p> <p>2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 10</p> <p>3. Knowledge Exam: Standard 10 Questions</p>	<p>1. Correctly answers 70% of questions.</p> <p>2. Ratings of 3, 4, or 5 on 70% of indicators</p> <p>3. Correctly answers 70% of questions</p>	2014- 2016: 100% of candidates passed all assessments for this standard	
Standard 11: The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.	<p>1. Comprehensive Examination: Standard 11 Questions</p> <p>2. Practicum Field Experiences Evaluation: Performance Indicators for Standard 11</p> <p>3. Knowledge Exam: Standard 11 Questions</p>	<p>1. Correctly answers 70% of questions.</p> <p>2. Ratings of 3, 4, or 5 on 70% of indicators</p> <p>3. Correctly answers 70% of questions</p>	2014- 2016: 100% of candidates passed all assessments for this standard	

### MEd in Educational Psychology

Learning Outcomes	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
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1. The educational psychologist will know, understand, and apply learning theories to the educational setting.	Human Learning Theory Paper in CESP 820	90%	100%	*
	Human Learning Research Project in CESP 820	90%	100%	
2. The educational psychologist will know and understand developmental theories; he or she will know and understand the impact and influence of the social and cultural contexts in which children develop; the educational psychologist will be able to apply this knowledge and understanding to the educational setting.	Human Development Theory Paper in CESP 728	90%	100%	*
	Social Psychology Case study in CESP 831	90%	100%	
3. The educational psychologist will know, understand, and apply research principles, psychological and educational assessments, appropriate statistical procedures, and data analysis to the educational setting.	Research Methods Final Examination in CESP 801	90%	100%	*
	Statistical Analyses Applied Final Examination in CESP 704			
	Advanced Research and Statistics Final Examination in CESP 823	90%	100%	
	Research Proposal in CLES 801	90%	100%	

\* These data indicate that candidates are exceeding the minimum 80% criterion and the desired level of 90% for program standards, conceptual framework proficiencies, and NCATE Knowledge at a high rate of success. Performance on the culminating activities, either a Master's Thesis or Comprehensive Exam indicates success for 100% of the candidates. (If the occasion should arise that students do not meet standards, they would be provided more opportunities to grow in their understanding in subsequent classwork.)

## MEd in Counseling

Learning Outcomes	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1. The school counselor demonstrates knowledge of philosophical, historical, and social foundations of contemporary education and counseling practices, preparation standards, professional credentialing practices, and ethical behaviors.	1. Counseling Foundations Comprehensive Final 2. Practicum Evaluation # 10-12 3. Case Study #10	1. Target/Acceptable on all items of rubric 2. Target/Acceptable on all items of rubric 3. Target/Acceptable on all items of rubric	2014-2016: 100%	No revisions necessary
2. The school counselor understands and implements management and consultation skills necessary to integrate program planning, curriculum development, and evaluation.	1. Consultation/Teaming Project # 1, 5, 6, 9, 10	1. Target/Acceptable on all items of rubric	2014-2016: 100%	No revisions necessary
3. The school counselor demonstrates an understanding of the nature and needs of individuals throughout the stages of human development and possesses knowledge of related human behavior.	1. Practicum Evaluation # 17-20 2. Synthesis/Professional Development Paper #3	1. Target/Acceptable on all items of rubric 2. Target/Acceptable on all items of rubric	2014-2016: 100%	No revisions necessary

<p>4. The school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom guidance activities designed to promote educational, career, personal, and social development of students.</p>	<p>1. Practicum Evaluation # 1-3, 26-34</p> <p>2. Synthesis/Professional Development Paper # 1, 2, 8-10</p> <p>3. Case Study # 4, 9</p>	<p>1. Target/Acceptable on all items of rubric</p> <p>2. Target/Acceptable on all items of rubric</p> <p>3. Target/Acceptable on all items of rubric</p>	<p>2014-2016: 100%</p>	<p>No revisions necessary</p>
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d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

**Program Satisfaction Survey Results: Percent Satisfied/Very Satisfied**

	<b>N</b>	<b>2014</b>	<b>N</b>	<b>2015</b>	<b>N</b>	<b>2016</b>
University Graduate Level		82.1%		84.9%		85.5%
College of Education Graduate Level		87.1%		82.2%		85.6%
Educational Leadership	23	100%	28	96.4%	15	100%
School Psychology	2	100%	2	100%	3	100%
Educational Psychology	6	83.3%	9	100%	4	75%
Counseling	13	84.6%	15	86.7%	23	73.9%

Majors in CLES degree programs are highly satisfied with their program; with between 80 and 100% of graduates during 2014-2015 reporting they were either satisfied or very satisfied. Counseling and Educational Psychology experienced a downturn in satisfaction rates during 2016 due to increased enrollment and reduced faculty due to budget cuts. Adjustments have been made to address this issue.

**MEd in Counseling**

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2014	8	Praxis II– School Counseling	100%	WSU mean score, 170.5 was above the national average 168.02 National pass rate not available Kansas pass rate 98.8%
2015	14	Praxis II– School Counseling	100%	WSU mean score, 172.93 was above the national average 168.57 National pass rate not available Kansas pass rate 97.8%
2016	17	Praxis II– School Counseling	100%	WSU mean score, 172.93 was above the national average 168.9 National pass rate not available Kansas pass rate 100%

**MEd in Educational Leadership**

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2014	10 (BL)	Praxis II School Leader Licensure Assessment (SLLA)	90%	WSU mean score, 176.2 was above the national average 174.34 National pass rate not available Kansas pass rate 91.92%
	15 (DL)		100%	
2015	14 (BL)	SLLA	100%	WSU mean score, 177.36 was above the national average 174.10 National pass rate not available

	11 (DL)		91.67%	Kansas pass rate 91.92% WSU mean score, 169.42 was above the national average 168.15 National pass rate not available Kansas pass rate 84.05%
2016	9 (BL)	SLLA	88.89%	WSU mean score, 174.56 was above the national average 174.08 National pass rate not available Kansas pass rate 94.96%
	8 (DL)		87.5%	WSU mean score, 172.25 was above the national average 168.32 National pass rate not available Kansas pass rate 88.57%

### EdS in School Psychology

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2014	0	Praxis II– School Psychology		
2015	1	Praxis II– School Psychology	100%	
2016	4	Praxis II– School Psychology	100%	

- d. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide information here:

All CLES degree programs are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) as of Spring 2010. The MEd in Educational Leadership, the MEd in Counseling, and the EdS in School Psychology are also approved by the Kansas State Department of Education, and graduates are eligible to seek a license or endorsement for building leadership, school counselor, or school psychologist in Kansas' schools.

The School Psychology program is also fully accredited by the National Association of School Psychologists (NASP). The program has maintained its stability in enrollment in graduates over the past five years. The program underwent an accreditation review in Spring 2015. All programs successfully achieved reaccreditation by KSDE. In Fall 2017, undergraduate programs are scheduled for an accreditation review in by the Council for Accreditation of Educator Preparation (CAEP), the accreditation body that supersedes NCATE. CLES programs will not be reviewed by CAEP until 2024 when advanced programs are scheduled to be reviewed.

The Counseling program is currently not accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), but the faculty are investigating the process for self-study, which is the initial step in the accreditation process.

- e. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Provide information here:

During the budget planning process in 2015, faculty reviewed the CLES faculty load policy and determined that the policy aligns with College of Education and university load policy. Tenured and tenure-eligible faculty members have a teaching load of 9 hours per semester. First year tenure-eligible faculty are given a reduced teaching load of 6 hours per semester during the first year of employment. The two Senior Fellows have a 9-hour teaching load, with another 3 hours for serving as program chairs/graduate coordinators. The instructor has a teaching load of 12 hours per semester.

- f. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

The five graduate degree programs offered in the Department of Counseling, Educational Leadership, Educational and School Psychology are rigorous and of high quality. Students are generally very satisfied with the programs. They perform well on program and national assessments and go on to pursue successful careers in their professions.

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

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.
- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*								
	N	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
<b>2014-16</b>								
EL	39	\$66,400	100%	0%	0%	0%	n/a	
Ed Psych	7	\$38,143	100%	62.5%	25%	12.5%	n/a	↓
Counseling	32	\$45,797	96.1%	90%	10%	0%	n/a	
School Psychology	7	\$50,286	100%	100%	0%	0%	n/a	

\* May not be collected every year

\*\* Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

\*\*\* For 2012, the data for Counseling, Educational Psychology, and School Psychology were not disaggregated by degree program.

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

The demand for careers in the specializations offered through CLES graduate degree programs has remained steady over the past 3 years. With the exception of the Masters in Educational Leadership, where the job growth rate is projected to be slower than average, the 10-year job growth rate for careers in the other degree programs is projected to be either average or faster than average, according to the Bureau of Labor Statistics Occupational Outlook Handbook.

Demand for the Masters and Doctoral degrees in Educational Leadership has fallen slightly with an average of 32 applicants, 28 of those being admitted, and 27 enrolling in the program. Most graduates of the Masters in Educational Leadership pursue careers as elementary, middle, or high school principals or assistant principals. Some graduates work as academic or instructional coaches. The projected job growth rate for principal positions over the next 10 years is 6%, which is as fast as average. Graduates of the Doctorate in Educational Leadership pursue a variety of careers in K-12 and post-secondary administration and post-secondary teaching. The projected job growth rate over the next 10 years is 9% for post-secondary administrators and 13% for post-secondary teachers.

Demand for the Master's degree in Counseling (School and Mental Health) has remained stable with 45 applicants each year, with 33 of those being admitted, and 28 students enrolling in classes. Most graduates of this program pursue careers as school or career counselors in K-12 and post-secondary education;



mental health counselors work in private practice or agencies where mental health services for adults and children are provided. The projected growth rate for school counselors is 8%, for mental health counselors it is 19%, and for jobs in post-secondary administration it is projected at 9%.

Demand for the Master's degree in Educational Psychology has declined slightly over the past three years, with an average of 13 applicants, 9 being admitted, and 7 enrolling in the program. A majority of these students go on to pursue the EdS in School Psychology. Other graduates pursue doctoral degrees in Psychology or a related discipline. Many graduates with a Master's degree in Educational Psychology work in private industry or become post-secondary teachers. As noted above, the job growth rate for careers in Educational Psychology is 19% and 13% for post-secondary teachers.

The Educational Specialist degree in School Psychology is a highly specialized discipline, where the demand for program rarely meets the need in the field for licensed school psychologists. Demand for the program has declined slightly since 2012, with an average of 3 applicants and 2-3 students enrolling in the program. However, after making significant changes to the program, the starting cohort for Fall 2017 is projected to be between 17-20 students. The EdS in School Psychology prepares graduates to work as school psychologists in K-12 education.

4. Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

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

CLES faculty provide a significant amount of service to the department, college, and university. They serve on numerous department and college committees essential for their effective functioning. College Committees include Faculty Personnel Committee, Advanced Programs Committee, Curriculum Committee, Technology Committee, and Assessment Committee. Five of the faculty member serve as Graduate Coordinators/Program Chairs for their respective degree programs. Department faculty members represent the college on the Graduate Council, the Doctoral Sub-council, and the Faculty Senate.

Several faculty members serve on editorial boards for journals and serve as peer reviewers for journals and conferences.

**5. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	1. Increase enrollment and credit hours through expanding existing CLES programs and developing new ones in adult learning and adult education.	Enrollment data & focus groups.	Counseling expanded into 3 tracks, Educational Psychology created customizable tracks, School Psychology Developed a new 60 post-baccalaureate program, Educational Leadership developed a graduate certificate program. All programs removed unnecessary admissions criteria and barriers to enrollment and program completion. Counseling and school Psychology enrollments are up for Fall 2017. The EdD has a robust applicant pool.
	2. Increase CLES online/distance education programs/course offerings.	Surveys & focus groups	Many more courses are now offered in online and hybrid format. Summer course offerings have also increased in response to student request and to expedite progress through programs.
	3. Expand Play Therapy Center to assume larger role for teaching, research, and community outreach in the Counseling program.	Surveys & Focus groups	Faculty in the play therapy center has continued to publish research. Rooms were converted to assist in opening a clinic for community members.
	4. Seek CACREP accreditation for Counseling Program	CACREP Standards & program data	All curricula were aligned with 2016 CACREP standards. The self-study has begun and will continue in AY 2017-2018.

## **7. Summary and Recommendations**

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple

programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three-year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

Strengths: CLES graduate degree programs are rigorous and of high quality. The faculty are well-qualified, with a balance of practical experience and research and scholarly productivity expected for graduate degree programs. Although the programs are intended for practitioners in the disciplines, they do not divorce practice from theory and inquiry. Program graduates are well prepared for careers in their respective disciplines. The potential exists for continuing to expand programs and instructional modalities (e.g. hybrid, online, off campus).

Weaknesses: There is a need for additional tenured/tenure-eligible faculty to carry forth the goals identified in the strategic plan. Pursuing CACREP accreditation for the counseling program, expanding other programs, increasing course offerings, and providing more instructional modalities requires additional faculty resources and support. We have noticed a decrease in student satisfaction with advisement due to increased enrollment in the counseling program. We still rely heavily on lecturers to teach core courses in most programs. It is challenging to recruit, hire, and retain faculty members with the requisite practical experience who also have the potential for scholarship.

Although we have more students from under-represented groups in our programs, the majority of students are from the dominant culture. There is a need for more support for graduate students, especially as we increase the number of full-time and international students.

There has been a slight decline in enrollments for the Med in Educational Psychology and EdS in School Psychology, a trend we continue to take steps to address in the strategic plan.

CLES offers many high quality graduate degree programs, but marketing and student recruitment are left up to the program faculty. Consideration should be given to hiring a marketing/recruitment and advisor position. A college and/or university-wide campaign to market graduate degree programs is needed.

Opportunities: The strategic planning process facilitated finding creative ways to integrate and think holistically about what appears to be distinct disciplines. The strategic planning process was an opportunity to see what the disciplines have in common and where we could find ways to collaborate and work together. We have an opportunity to increase the enrollment of international students in the Masters in Educational Psychology and the doctorate in Educational Leadership because they are not KSDE licensure programs. Pursuing non-traditional students these two degree programs has the potential to increase enrollments, which is especially important for boosting enrollments in the Educational Psychology Master's degree program. Offering a doctoral degree in Higher Education and Educational Psychology would help Educational Psychology enrollments. Educational Psychology program faculty have the capacity to expand research course offers to other disciplines on campus. CLES faculty have the expertise and desire to offer courses and programs using multiple modalities (face-to-face, hybrid, and online). Many of the weaknesses are also opportunities.

Threats: The lower quality of programs offered by competitors is always a problem. These programs are popular with students because they are less rigorous and have fewer requirements. It is frustrating because KSDE and the Higher Learning Commission also accredit them.

## Goals for 2017-2020

### 1. Increase enrollment and credit hours newly created CLES programs and develop new ones.

- Expand Engineering Certificate to become Teaching in Higher Education (to include how to teach online)
- Develop doctoral programs in Higher Education Leadership and Educational Psychology
- Develop a Sport Counseling master's track in partnership with Sport Management
- Create partnerships with undergraduate programs such as Psychology and the Honor's College to develop an applicant pool from feeder programs.
- Explore creating an online track to the Masters in Ed Psychology
- Explore offering Higher Ed Leadership Grad Certificate online
- Develop new online/hybrid courses or move established courses to online/hybrid delivery.
- Decrease or eliminate barriers to enrollment or program completion.

### 3. Develop opportunities for applied learning:

- Create a counseling clinic to serve the needs of local children, families, and adults in the community.
- Create a multidisciplinary Learning lab where community members can receive tutoring (Educational Psychology), Psychological Assessments (School Psychology), and Counseling (Clinical Mental Health, and Play Therapy)
- Develop a connection with community agencies to provide needs assessments and outcomes evaluations and provide field experiences for enrolled students.
- Seek external funding

### 4. Seek CACREP accreditation for Counseling Program

- Conduct self-study
- Resources to support accreditation process