EXECUTIVE SUMMARY:

COMPREHENSIVE ASSESSMENT PLAN AND REPORT

2021-22

WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION

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

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

The Comprehensive Assessment Plan and Report (CAPAR) has been prepared by Dr. Anquinetta V. Calhoun, Assessment Coordinator for the 2021-22 annual year on behalf of the WSU Counselor Education Program with support from Dr. Dawnette Cigrand, CACREP Liaison; Casey Pronschinske, OAS; and Dariyan Adams, Graduate Assistant. The data in this report was reviewed by the WSU Counselor Education Program Faculty on August 18, 2022. Goals and recommendations for continued improvement in 2022-23 will be included at the end of this report.

Overview of Winona State University Counselor Education Assessment Plan

Counselor Education

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

PART II: MONITORING STUDENT GROWTH IN COUNSELING PROGRAM

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

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

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

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

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

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

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

	APPLICANTS	OFFERED ADMISSION	ENROLLED AT WSU	ADMITTED STUDENT GPA*
Entering 2020	63	46	30	3.23
Entering 2021	84	57	38	3.31
Entering 2022	87	34	31	3.41

CACREP Standard 4.B.: The counselor education program faculty demonstrate the use of the following to evaluate the program

PART II: MONITORING STUDENT GROWTH IN COUNSELING PROGRAM
objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. (NOTE: Component (1) and (2) of Standard 4.B. are reported in Section I of this report. Component 3 of Standard 4.B is reported in Section III and IV of this report.)

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

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

TABLE 2: STUDENT PROGRESS MONITORING IN PROGRAM COURSEWORK

YEAR ADMITTED	'B' or Better in 601	'B' or Better in 660	Retention Plan	Counseled Out/HSPM/Withdrawal
2019-20	39	39	1	1
2020-21	26	21	0	2
2021-22	33	24	0	2

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

During Practicum and Internship, students are assessed using the complete CCS measure by faculty (F) and site supervisors (SS). CCS Average scores by semester are detailed in Table 3. NOTE: these scores do not align by cohort inthis table. Rather, these are the scores of students who took these courses in 2020-21 school year. Students scoring below target scores may be asked to repeat the course or are put on a retention plan.

Counseling Competencies Scale Target Scores

i.	Semester 1 -	CE 658: Part 1	(80 Points Possible; Target 66, Confrontation = Not Applicable)
ii.	Semester 2 -	CE 615: Part 1, 2	(168 points possible; Target 126)
iii.	Practicum -	CE 680: Part 1, 2, 3	(248 Points Possible; Target 186)
iv.	Internship -	CE 690: Part 1, 2, 3	(248 Points Possible; Target 186)

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

YEAR	CE 658 (F) (/115)			CE 615 (F) (/115)		CE 680 (F) (/115)		CE 680 (SS) (/115)		CE 690 (F) (/115)	
	Total Students	Midterm Average	End of Semester	Total Students	Average	Total Students	Average	Total Students	Average	Total Students	Average
2020-21	29	69	93	16	107	6	109	6	96	6	115
2021-22	32	86	109	17	106	25	106	22	104	34	110

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

YEAR	CE 690 (SS) (/115)	
	Total Students	Average
2020-21	6	109
2021-22	41	105

TABLE 4.1: VITAL STATISTICS OF STUDENTS BY PROGRAM OF STUDY

PROGRAM + YEAR	INDIGENOUS AM. IND/ ALASKAN		ASIAN/ PACIFIC ISLANDER		BLACK/ AFAM		LATINX/ HISP		2 OR MORE		WHITE		UNKNOWN		TOTALS
CMHC	M	F	M	F	M	F	M	F	M	F	M	F	M	F	CMHC
2018-19				1		2	1	1			5	45			55
2019-20				1		2		2			7	44		1	57
2020-21				1		3		2			11	59			76
2021-22				**1**		**2**		**4**		**2**	**11**	**58**			**78**
CSCH	M	F	M	F	M	F	M	F	M	F	M	F	M	F	SC
2018-19											7	34			41
2019-20			1				1			1	2	24		2	31
2020-21			1			1	1	2			3	26			34
2021-22								**1**		**1**	**4**	**15**			**21**
HSPM	M	F	M	F	M	F	M	F	M	F	M	F	M	F	HSPM
2018-19												7			7
2019-20											2	3			5
2020-21						1					1	5			7
2021-22											**1**	**2**			**3**
CACC	M	F	M	F	M	F	M	F	M	F	M	F	M	F	CACC
2018-19	1			2	1		2	3	1	1	5	50			66
2019-20	1			1	1		1	1			5	40			50
2020-21		1						1			6	43			51
2021-22		**1**						**2**		**2**	**4**	**31**			**40**
2021-22 TOTALS		**1**		**1**		**2**		**7**		**5**	**20**	**106**			**142**

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

TABLE 4.2: VITAL STATISTICS OF FACULTY IN 2021-22

FACULTY	Indigenous Am. Ind/ Alaskan Native		Asian/ Pacific Islander		Black/ AfAm		Latinx/ Hispanic		2 or more		White		Unknown		TOTALS
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Full-time				1		1					1	2			5

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

ABBREVIATIONS KEY for Tables 4.1 and 4.2:

CMHC – Clinical Mental Health Counseling Program

CSCH – School Counseling Program

HMSP - Human Services Professional Master's (non-CACREP)

CACC – Addictions Counseling Certificate Program (non-CACREP)

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

Asian/Pacific Islander

Black/AfAm – Black or African American

Latinx/Hispanic – Latinx or Hispanic

2 or more - Bi-racial or Multi-racial

Unknown or Unreported

F- Female

M – Male

PART III: EXIT/GRADUATION AND FOLLOW UP

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

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

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

Term	Number WSU Students Completing Exam	WSU CPCE Average (⌘)	CPCE National Average (⌘) (CPCE "Exit Scores" used)
Summer 2019	7	85.4	80.6
Fall 2019	16	86.3	81.6
Spring 2020	15	92.3	84.4
Summer 2020	0	-	-
Fall 2020	17	91.5	83.5
Spring 2021	10	87.8	87.8
Summer 2021	3	81.3	82.5
Fall 2021	20	82.5	81.0
Spring 2022	11	84.6	88.2

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

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

Program	FY 2019	FY 2020	FY 2021	FY2022
CMHC	8	10	10	16
CSCH	11	10	12	10
HSPM	11	9	4	2
CACC	11	12	9	^
TOTAL CACREP *	19	20	22	26
TOTAL MASTER'S**	30	29	31	27
Degrees and/or Certificates awarded OVERALL TOTAL#	41	41	35	57

*TOTAL CACREP = CMHC + SC

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

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

^INCOMPLETE DATA

TABLE 6.2: COMPLETION RATE OF STUDENTS BY PROGRAM

Program	Enrolled Fall 2017	Completed in 5 years	Completion Rate
Mental Health Counseling	16	13	81%
School Counseling	12	12	100%
Human Services Professional	6	9*	150%
Addictions Counseling Certificate	^	1	
Totals	34	32	94%
* some students completed more than one program ^incomplete data			

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TABLE 6.3: LICENSURE EXAM PASS RATES BY PROGRAM

Program	% Passed* 2021-22
Mental Health Counseling	100%
School Counseling	100%

*students' self-report licensure exam rates when taken

TABLE 6.4: JOB PLACEMENT RATES OF GRADUATES BY PROGRAM BY YEAR

Program	% Placed* 2019-20
Mental Health Counseling	100
School Counseling	100
Addictions Counseling	92
Community Counseling	100

*Placement indicates job acquisition in counseling or related field based on tri-annual alumni reports (2020).

PART IV: PROGRAM REVIEW AND MONITORING

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

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

A. Counselor Education students are surveyed by WSU Institutional Planning, Assessment and Research (IPAR) in the Spring of each year. Results from the survey are delineated below. Recommendations from Counselor Education and CEDRAB are included in Section V.

AY 2021-22 Assessment Day Survey Results, Counselor Education (n = 30)

Identify your program	n =	% =
Clinical Mental Health Counseling	21	70
School Counseling	9	30
Human Services Professional	0	0
Graduate Special Student; not enrolled in a program	0	0

If you are currently also in a certificate program, indicate below	n =	% =
Addictions Counseling Certificate Program	6	20
N/A	23	77

To date, how many semesters have you completed in your Counselor Education Program:	n =	% =
1 semester completed	9	30
2 semesters completed	6	20
3 semesters completed	3	10
4 semesters completed	4	13
5 semesters completed	4	13
6 semesters completed	0	0
7 semesters completed	0	0
8 semesters completed	0	0
9 semesters completed	3	10
10 or more semesters completed	0	0

Preferred Campus	n =	% =
Winona	20	67%
Rochester	10	33%

Overall Experience	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Change* from 2021
The CE Student Handbook answers my questions about the program.	0	0	3%	53%	43%	+7%
The information I need regarding courses, requirements for admission, and program progress is available on the WSU CED website.	0	7%	13%	43%	37%	-14%
I have been able to take the courses I need in a timely manner.	0	4%	0	50%	46%	+7%
My program of study meets the first part of the mission of the Counselor Education Department (CED), which is to prepare competent school and clinical mental health counselors capable of building professional helping relationships that empower individuals, groups, and families to accomplish mental health, educational, wellness, and career goals.	0	3%	0	40%	57%	+5%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Change
My program of study meets the second part of the mission of the Counselor Education Department (CED), which is to prepare competent school and clinical mental health counselors capable of providing socially conscious, competent prevention, remediation, and growth-enhancing interventions to individuals, groups, and families within a multicultural and pluralistic society.	0	3%	0	40%	57%	+4%
CED program goals and objectives, found in the CED student handbook and course syllabi, are clear to me.	0	7%	3%	43%	47%	-5%
The CED program has impacted my multicultural growth and development.	0	10%	0	20%	70%	-8%
Overall, I am satisfied with my Counselor Education learning experience.	0	10%	7%	40%	43%	+1%
I would recommend this program to others.	0	7%	17%	37%	49%	-8%

Areas of Strength to Maintain	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Change* from 2021
I received adequate information from the Counselor Education Department prior to screening that allowed me to assess whether the program was suitable to my individual goals.	3%	3%	0	45%	48%	-5%
The CE Department gave me accurate and timely information regarding admission processes from screening to admittance in a CE program.	3%	0	3%	37%	57%	-4%
There were knowledgeable people available to answer my questions and give me assistance during the admission process.	4%	0	4%	25%	68%	-5%
My advisor is responsive to my individual needs.	0	3%	10%	24%	62%	-4%
My advisor is accessible to me when I need assistance.	3%	0	7%	33%	57%	+2%
Having an advisor is an essential component to my educational experiences.	0	13%	10%	23%	53%	-18%
When demonstrating counseling skills, I receive feedback that helps me improve.	0	0	3%	47%	50%	+12%
The CE faculty is knowledgeable about the content of the courses they teach.	0	0	3%	40%	57%	+2%
I am challenged by the faculty to do my best.	0	3%	3%	43%	50	+1%
I have the opportunity to express my ideas and respond to others in group learning activities/projects.	0	3%	10%	50%	37%	-4%
CACREP standards are evidently integrated into courses in my program of study.	0	0	0	30%	70%	NC
In field-based placements, I receive supervision from my university supervisor.	0	0	29%	21%	50%	-13%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Change*
The admission requirements for the CE Department were pertinent to the level of expectations in the CE program.	3%	0	0	41%	55%	-2%
CED Orientation provided me with the necessary information for entering my respective program.	3%	3%	7%	31%	55%	-5%

Areas in Need of Improvement (Previously identified as n = 5/16% or more in Strongly Disagree/Disagree)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Change*
I understand the Capstone Writing Project expectations.	0	29%	18%	32%	21%	-9%
I understand the Comprehensive Examination procedure.	0	36%	21%	25%	18%	-16%
I understand the university expectations of the Practicum experience.	0	18%	29%	32%	21%	-10%
I understand the university expectations of the Internship experience.	0	25%	21%	32%	21%	-9%
I understand the requirements to become a Licensed Clinical Mental Health Counselor or a Licensed School Counselor.	0	3%	13%	57%	27%	+3%
When I receive feedback from faculty, I am able to discuss or ask questions about these specific items with her/him.	0	3%	10%	38%	48%	-8%
Faculty listen to my questions and concerns in a respectful manner.	0	3%	10%	34%	52%	-6%
Class requirements are explained and understood.	0	7%	13%	47%	33%	-8%
I receive adequate information/advising regarding what classes I should take from my advisor	3%	7%	0	27%	63%	+4%
I understand the requirements needed for graduation	0	3%	7%	47%	43%	+4%
I receive timely and constructive feedback in my courses.	0	7%	23%	47%	23%	-8%
I have been able to take the courses I need in a timely manner.	0	4%	0	50%	46%	+7%
*Change in combined percentages for "Agree" and "Strongly Agree" from 2021 Assessment Survey to 2022 Assessment Survey						

CED Re-orientation Session Feedback	Yes	No	No Response
I attended CED Reorientation	8	22	0
If attended, was the session helpful?	6	2	0

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

B. **The Site Supervisor Online Training Module and Site Supervisor Follow Up Survey (see p. 17-21 below) were developed in Spring and Summer of 2018. Both were implemented in the Fall of 2018.**

Site Supervisor Follow Up Survey

The Winona State University Counselor Education Department thanks you for sharing your time and expertise with counseling students in our programs. Your feedback about how we support you and develop students is appreciated.

SITE SUPERVISOR'S NAME:

SITE (AGENCY OR SCHOOL):

1. How many years have you been a licensed counselor or helping professional?

   ○ 0

   ○ 1

   ○ 2-5

   ○ 6-10

   ○ 11-15

   ○ 16-20

   ○ 21+

2. What license(s) do you currently have (you may choose more than one)?

○ 0

○ 1

○ 2-4

○ 5-7

○ 8 or more

3. How many Winona State University counseling students have you supervised?

☐ LADC

☐ LPC

☐ LPCC

☐ Licensed School Counselor

☐ LISW

☐ Licensed Psychologist

☐ Other, please describe

4. Did you complete the Site Supervisor Training Module?

    Yes
    Not Sure (What is it?)
    No

5. In regard to the Winona State University Site Supervisor Training Module:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	r
I learned about WSU program expectations of students.	○	○	○	○	○	
I learned about CACREP expectations of site supervisors.	○	○	○	○	○	
I learned about CACREP expectations of university supervisors.	○	○	○	○	○	
I know what I can do if I have concerns about a supervisee.	○	○	○	○	○	
I feel comfortable completing the Counselor Competency Scale (CCS) to evaluate my supervisee.	○	○	○	○	○	

6. Please share recommendations as to how we can improve the site supervisor training module or the delivery of the content of the Site Supervisor Training Module.

7. In regard to preparation of your most recent WSU Counselor Education student(s), my intern(s):

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Drew from an adequate knowledge base for practicum/internships.	○	○	○	○	○
Demonstrated an adequate skill base to enter practicum/internships.	○	○	○	○	○
Displayed the appropriate professional dispositions expected of counselors.	○	○	○	○	○
Integrated ethics and ethical decision-making throughout their placement.	○	○	○	○	○
Considered social justice issues and demonstrated multicultural competencies throughout their placement.	○	○	○	○	○
I would hire my intern if we had a position for this student.	○	○	○	○	○

8. In regard to support from the university and their faculty,

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
University supervisors connected with me two or more times during the semester.	◯	◯	◯	◯	◯
I felt comfortable contacting WSU faculty if I had a concern.	◯	◯	◯	◯	◯
I felt there was adequate support from WSU.	◯	◯	◯	◯	◯

9. Please tell us how WSU CED can improve their relationship with your school or agency.

10. I would be interested in learning more about serving on the WSU Counselor Education Advisory Board.

◯ Definitely yes

◯ Probably yes

◯ Might or might not

◯ Probably not

◯ Definitely not

Thank you again for taking time to complete this survey and supporting the professional development of counseling students.
~WSU Counselor Education Faculty

*** END OF SURVEY ***

C. All advanced level program graduates of the College of Education at Winona State University were sent an Advanced Programs Graduate Follow Up Survey in Spring of 2020. NOTE: This assessment is sent out every three years, so data from 2020 is shown below.

Respondents who reported they were graduates of Counselor Education were had graduated 1-2 years previous (n=40). Fourteen respondents report receiving their degree in school counseling, thirteen report earning a degree in clinical mental health counseling, one reports receiving a degree in community counseling, and twelve respondents completed the Addictions Counseling Certificate Program. Respondents reported that 32 (85 %) were employed full time in in a setting related to their degree and 2 (5%) were employed part time in a setting related to their degree. There were no reports of being employed in an unrelated setting, one respondent (2.5%) reported being unemployed and seeking or not seeking employment, 5 respondents (12.5%) did not share their employment status.

Aligned with the goals of WSU College of Education, alumni were asked questions about their preparedness regarding the WSU's Five Pillars of Education (See Table 7).

Data for the Advanced Programs Graduate Follow Up Survey was collected in late Spring of 2020.

TABLE 7: ADVANCED PROGRAMS GRADUATE FOLLOW UP SURVEY (SPRING 2020) N=40

Pillars	Strongly Agree	Agree	Tend to Agree	Tend to Disagree	Disagree	Strongly Disagree	No Response
Scholarship							
Regularly use evidence-based strategies in their profession	45%	45%	5%	0%	0%	0%	5%
Use data to support decision-making processes in their profession.	37.5%	35%	20%	0%	0%	0%	7.5%
Leadership							
Is adequately prepared to lead collaborative efforts that ensure the ongoing growth and development of B-12 learners?	32.5%	45%	12.5%	0%	0%	0%	10%

Has developed the knowledge and skills needed to be a leader in their profession?	30%	52.5%	2.5%	2.5%	0%	0%	12.5%
Responsiveness							
Acquired the discipline-specific knowledge and skills to do their work effectively?	42.5%	47.5%	0%	0%	0%	0%	10%
Meets the needs of students/clients through collaboration with professional, familial, community, and societal systems that support them?	45%	37.5%	2.5%	2.5%	0%	0%	12.5%
Advocacy							
Is able to recognize and engage in situations requiring a social justice response?	40%	32.5%	10%	5.0%	0%	0%	12.5%
Has a significantly enhanced toolbox with which to ethically respond to social justice concerns?	37.5%	35%	15%	0%	0%	0%	12.5%
Reflection							
Engage in reflective practice that results in continuous and effective improvement in your professional role?	57.5%	27.5%	2.5%	0%	0%	0%	12.5%
Regularly reflect on and evaluate your dispositions toward maintaining a positive B-12 learning environment?	52.5%	32.5%	2.5%	0%	0%	0%	12.5%

PART V: OVERALL RECOMMENDATIONS FROM WSU COUNSELOR EDUCATION DEPARTMENT BASED ON ASSESSMENT REPORT
This report is reviewed bi-annually at CEDRAB Advisory Board meetings. Yearly goals and recommendations from these meetings are discussed in Section V summary statement (added after bi-annual meetings).

Program Goals	Assessment Method	Data Reviewed and Findings	Action Plan
NEW GOALS for 2022 – 23			
Goal 6: Maintain progress on Goals 1-5	Annual Assessment Day Survey	Fall 2023	Continue program additions (Reorientation, Grad Prep Night, individual advisement)
Goal 7: Increase overall enrollment by 15; increase school counselor program enrollment by 15 (recommit to Goal 3)	Annual Assessment Day Survey	Fall 2023	Increase and target outreach through regional university contacts, continue marketing campaign
Goal 8: Survey Student Wellness with Pre- and Post-test	Midterm Pre- and Post-Tests	Spring 2023	Post-test will be administered during spring midterm
Goal 9: Increase Site Supervisor assessment completion; limit skipped responses, including narrative summaries	Review of completed fieldwork assessments	End of semesters: Fall 2022, Spring 2023, Summer 2023	Require and monitor supervision completion of training module; review assessment completion with supervisors during initial site meeting
2018 GOALS			
Goal 1: To increase current students' understanding of their respective program of study requirements and expectations.	Annual Assessment Day Survey	2018 Baseline Data: On the Assessment Day Survey, 21% of CE students reported goals and objectives in the program handbook were clear. 2019 Data: 4.4 % (n=2/45) students reported in the Annual Assessment Day Survey that reported the handbook did not answer their questions about the program.	Start: None Continue (2020): a. (2018) Ensure all students in CE 601 will receive the CE Handbook in Fall of 2019 in Orientation. b. (2018) 100% of faculty will upload the CED handbook onto their class D2L. c. (2019) All students in CE 601: Foundations of Counseling will get an overview of the CE Handbook as a part of the curriculum. d. (2019) All entering students will be

		1/45 (2.2%) students did not feel the goals and objectives in the handbook were clear. Thus, these goals have been met. Continue practices and monitor.	required to turn in the signature page and complete an assignment related to the CE Student Handbook in CE 601: Foundations of Counseling Stop: None
Goal 2: To ensure students have the opportunity to take courses and complete their degree in timely manner.	Annual Assessment Day Survey	2018 Baseline Data: 25% (n=8/32) of CE students responded with Strongly Disagree or Disagreed with the following prompt, "I have been able to take the courses I need in a timely manner". 2019 Data: 11% (n=5/45) of students reported they Strongly Disagreed or Disagreed with the following prompt, "I have been able to take the courses I need in a timely manner". This is a significant increase in their assessment of course availability allowing them to complete the program in a timely manner. Goal met, continue to monitor. **2020-21 Update:**	Start: Monitor course max enrollments in Fall and Spring to determine need for additional summer course offerings. Continue (2020): a. (2019) 100% of entering students will complete an electronic program plan with their advisor to ensure course planning and improve completion rates by November 1 of each year b. (2019) monitor student program completion rates annually using the CACREP Vital Statistics data. Stop: None. CED switched from EPP to Grad Planner documentation for course planning with advisors during enrollment in CE 601
Goal 3: Recruit and retain 45 to 54 Master's Program students from enrollment to graduation with each entering cohort.	IPAR Cohort and Degree Completion Data	2019 Baseline Data: Current incoming cohort is 35 students; 73 were screened, and 53 were offered admission. 2020 Data: Current incoming class is 31 students; 63 were screened, and 46 were offered admission.	Start: a. Due to unmet student recruitment goals, the CED will work with graduate marketing and recruitment coordinator to develop a concrete recruitment plan in 2020-21. Continue:

		(NOTE: COVID Pandemic). Decline survey noted 9/10 students who did not attend WSU chose to attend another regional university (mostly WI or MN). Delivery format was most noted issue. Continue to identify strategies to improve recruitment efforts.	a. Work with Graduate Recruitment and Admissions Advisor to develop strategies to recruit additional students. •2018-19 Faculty met with recruitment coordinator to present accurate information at Graduate Events. • 2019-20 Department faculty revised recruiting materials and website. b. Faculty will call all students who are offered admission after screening to ask them if they have any program questions. •2020-21 Continue with this goal. c. Continue to arrange graduate assistant visits to undergraduate helping professions classes. •2018-19 Graduate assistants visited 27 undergraduate classes to tell them about the CED programs of study •2019-20 Graduate assistants and student volunteers will go to helping professional classes and promote the program. d. Survey students who came to screening but chose not to come to WSU. •2018-19 Faculty were assigned to call all students after being

			accepted. Survey yet to be created.
			•2019-20 WSU Assessment Coordinator will create a survey to check in with students who did not attend WSU, but who were invited on campus screening.
			e. Transition to an online application process for applicants to make it easier to apply to Counselor Education programs, and for references to complete required forms.
		2020-21 Update:	•2019-20 Document online application issues and note total number of applicants as compared to past years to determine effectiveness.
		GOAL 3 Revision Update:	▪ 2020-21 Issues with missing parts of the application have decreased, workload has decreased, made COVID-19 online recruiting and application transition easier, the plan is to hold in-person screenings when possible.
			▪ 2020-21 Department faculty worked with Recruiting to improve web traffic, publicize CED programs more widely, added social media and virtual open houses.

Goal 4: Increase students understanding of the key performance indicators (e.g., Capstone and Comprehensive Exam processes) to exit the program successfully.	Annual Assessment Day Survey	2018-19 Baseline data: 35% (9/26) students did not agree or strongly agree that they understood the Capstone Project. 2018-19 Baseline data: 36% (10/26) students did not agree or strongly agree that they understood the comprehensive exam procedure. 2019-20 data: 18% (8/45) students did not agree or strongly agree that they understood the Capstone Project. 2019-20 data: 18% (8/45) students did not agree or strongly agree that they understood the comprehensive exam procedure. See also Goal 4 Tables below While this is an improvement, CED will continue to identify strategies to improve understanding of these processes by focusing on them in CE 660. **2020-21 Update:**	Start: a. 2020-21 Include discussion of Capstone and Comps in re-orientation during CE 660, including a quiz starting in 2021. Continue: a. Include information about CPCE exam process & Capstone project in the CE e-newsletter no less than 3 times per semester; and b. Offer re-orientation earlier in the spring semester in each year, and upon completion of the re-orientation session, students will take a quiz to check for student understanding. c. Faculty will mention the CPCE & Capstone in every class, at the beginning of each semester and during advising sessions. Concerns about Capstone Presentations Expectations were reduced from 18% in 2020 to 15% in 2021. However, concerns about Comprehensive Exam procedure increased from 18% in 2020 to 23% in 2021.

Goal 5: Improve students' understanding of licensure processes before they graduate.		2019-20 Baseline data: Currently, 9% of students are unclear about the licensure process; we expect to bring this number to below 5%.	Start: To mitigate the confusion about the licensure process based the CED will: a. create a handout about licensure application processes in Minnesota and Wisconsin for school and clinical mental health program graduates, which will be distributed in internship; b. use the Tevera program options so that students have access to information for licensure for life. Continue: Discuss licensure processes in program specific courses (CE 645: School Counseling Practice and CE 652: Treatment Planning).
		2020-21 Update:	Concerns or confusion about Licensure requirement were reduced from 9% in 2020 to 4% in 2021 meeting the 2020 goal.

The Winona State University Counselor Education Department welcomes feedback from students, alumni, employers, university administration and other stakeholders such as community members, schools and agencies with whom we work. Please contact a faculty member if you have comments or suggestions for continued improvement of our programs. Faculty contact information can be found on our webpage, under the Tab "Faculty & Staff" (https://www.winona.edu/counseloreducation/faculty.asp