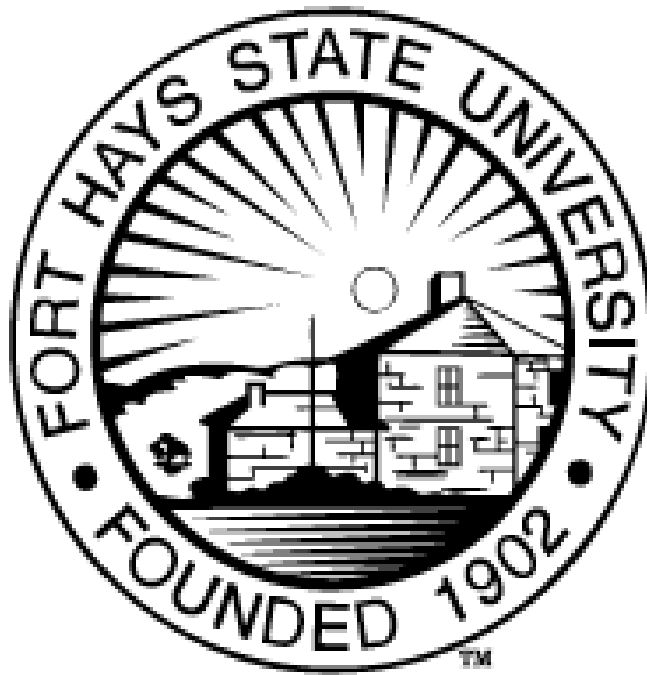


Fort Hays State University
College of Education
Department of Advanced Education Programs
MS in Counseling
Annual Assessment Evaluation 2024-2025



2024-2025 Faculty, Staff and Student Assistants

Faculty from the past year and current

Full-Time (Tenure Track)

Dr. Reade Dowda (CACREP Liaison)

Dr. Melissa Franzen

Dr. Sarah Lancaster

Dr. Kenton Olliff

Dr. Lindsey Sellers

Dr. Lora Hoffman (2023-2024)

Dr. Brian Weber (2023-2024)

Full-Time (NTT)

Dr. Tana Arnold

Dr. Tristen Hyatt

Dr. Elliot Isom

Non-Core Faculty

Amanda Brown (Full-Time, ABD)

Will Burns

Aubony Chalfant

Michelle Fairbank

Dr. Lydia Fox

Melanie Goodrich

Dr. Lisa Grubbs

Dr. Lora Hoffman

Donna Lubbers

Dr. Roxanna Oloumi-Johnson

Ginny Reyes

Practicum/Internship Coordinator

Dr. Lindsey Sellers

Comprehensive Examination Coordinator

Overview of Program Evaluation

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

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

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

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

5. **Student Learning Outcomes** – Student performance in the program are assessed using a number of student learning outcome assessments in core courses, specialty courses, and field experience courses.

Evaluation of Program Mission, Objectives and Student Learning Outcomes

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

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

Table 1. MS Program Assessment and Evaluation Points

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

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

Table 2. Evaluation Timeline and Responsible Party for All Programs

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

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

Evaluation of Program Personnel

Faculty workload consists of 60% Teaching, 20% Service, and 20% Research, translating to 4 courses taught in the Fall/Spring semesters, and a maximum of 3 courses taught in the Summer. The number of adjunct faculty who taught courses during the past year was maintained at 48% of the total courses taught to afford students the opportunity to be taught primarily by their core faculty. The counseling programs collaborate with a practicum/internship coordinator who is the director of the College of Education Office of Field Experiences. The counseling programs have 1 administrative assistant who also coordinates with the other programs housed in the Department of Advanced Education Programs.

Site Supervisors and Advisory Board

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

Site Supervisors Program Evaluations

Clinical Mental Health Counseling

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

Data for the Supervisor Evaluation during Clinical Mental Health – Internship

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

1. FHSU prepares counseling students to follow ethical counseling practices

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

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

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

Survey Results

2024-2025 CMHC Supervisors

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
<u>1.</u>	2	5				4.3
<u>2.</u>	2	5				4.3
<u>3.</u>	2	5				4.3
<u>4.</u>	2	5				4.3
<u>5.</u>	3	3	1			4.3

Positive Statements:

“FHSU prepares the students well, no improvement needed.”

Areas for Growth:

“More guidance from the school in what skills to work on developing in the student”

Clinical Mental Health Counseling Program Modifications

1. Student application and use of evidenced based counseling theories to inform treatment methods and treatment planning. Case conceptualization assignments and treatment planning assignments are theory centric in Practicum and COUN 854 Advanced Counseling Skills.

School Counseling

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

Data for the Supervisor Evaluation Internship

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

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

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

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

Survey Results

2024-2025 School Counseling Site Supervisors

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree	
Question #						Avg. Score
<u>1.</u>	19	12			1	4.5

<u>2.</u>	19	12			1	4.5
<u>3.</u>	18	13			1	4.46
<u>4.</u>	18	13			1	4.46
<u>5.</u>	16	15			1	4.40

Positive Statements:

“At this time I don't have enough specifics to provide feedback on preparing counseling students through FHSU. Madalyn has expressed that she felt her preparation for the foundations of school counseling was very good. She was able to use this to complete her testing and help her in her daily duties as a school counselor.”

“So far, I've been very impressed with Kristy and as I mentioned in the other evaluation, I am always forgetting that she is still in school. She comes across as a seasoned counselor!”

Areas for Growth:

“Students need to know how to write 504 Plans, role in special education meetings, scheduling, how to work with drama caused by outside sources such as social media.”

“I felt like my student was supported. I felt supported as well! Preparing students for classroom management more might help with the increase in behaviors in our buildings. In Wichita, our counselors are teaching lessons quite frequently.”

School Counseling Program Modifications

1. School counseling students are introduced to evidenced based theoretical approaches beyond the COUN 835 Counseling Theories course. Additionally, student use of data to inform decision making is focused on more in COUN 836, specifically the use evidenced based models of accountability.

Professional Performance Review

Evaluations of student dispositions related to their development as professional counselors are assessed each semester and within each course. The professional performance review allows each faculty to assess student growth, strengths, and areas for improvement throughout their time in the program. The professional performance review for each student is completed at the end of the semester by the instructor of the course they are reviewed. The review is used to monitor student progress and inform remediation decisions. The review is also used to evaluate and review students during monthly faculty meetings. Students are evaluated according to indicators related to dispositions in the following areas:

- a. Professional attitudes and behaviors in accordance with the ACA and ASCA Ethical Codes
- b. Knowledge, awareness, and skills to differentiate cultural differences that emerge in the counseling process.
- c. values, and beliefs expressed through both verbal and nonverbal behaviors
- d. Respect for themselves and others

- e. Timeliness
- f. Engagement in the learning process
- g. Maintenance of boundaries
- h. Flexibility and Adaptability
- i. Emotional Stability
- j. Self-Awareness
- k. Professionalism and Ethics in the use of Technology and Social Media
- l. Openness and Appreciation for the characteristics of others

*The move to the 2024 CACREP Standards and Data Collection Systems is leading to a reevaluation of the professional performance review process that will be in place during the 2025-2026 Assessment year.

Advisory Council Board Meeting – Including Discussion of Programs November 22nd, 2024

Evaluation of Program Yields

Program Activities

The School Counseling and Clinical Mental Health Counseling Programs are reviewed annually during faculty led meetings, department retreats, and college retreats. Additionally, every 8 years the School Counseling program receives a program review from the Kansas Department of Education (KSDE). The reviewers were a group of school counselors and counselor educators from across the state. The last review took place in 2024 and the program passed. The CMHC Program received a program review in the spring of 2018 by the Kansas Behavioral Sciences Regulatory Board (KBSRB), the granter of the LPC license in Kansas. Faculty developed a self-study of the program, and it was reviewed by a committee of licensed counselors and counselor educators from across the state.

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

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

Summary of Findings

The counseling programs continue to pursue meeting the CACREP FTE requirements along with the demand for counselors in the state of Kansas. The program as of Fall 2024 is starting a search for a 8th core faculty member. Students in the program are predominately female (86%) and White (85%).

The CMHC and School Counseling programs continue to grow to meet the demands of the profession. Applications rise each year, and the number of qualified candidates continues to be high as well. Applicants to the programs are majority white and female. Reported licensure pass rates are 100% and the job acceptance rates are 100% for those who reported. The state of Kansas continues to desire counselors.

Graduating Master's Students' Satisfaction with the Program

The most recent group of graduates from 2024-2025 academic year were surveyed regarding their feelings of preparedness to assume counseling positions. 29 surveys were sent out and 11 responded of response rate 38%.

81.8% of respondents reported they felt prepared to work as a counselor after receiving their degree. Additionally, 18.2% reported they felt somewhat prepared to work as a counselor after receiving their degree. 0% reported feeling somewhat unprepared or not prepared at all after receiving their degree.

Evaluation of Program Student Learning Outcomes

Professional, Personal, and Academic Review

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

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

Students are required to maintain a 3.0 GPA or higher. Students who obtained at least two C's on their program of study receive remediation in the deficient areas. Gatekeeping courses: (Counseling Skill Development), (Supervised Practicum), and (Internship) require students obtain an A grade to continue in the program. Students who refuse the remediation plan described in the handbook, may be removed from the program. Students who obtain a grade of U receive remediation, and are asked to retake the course. To help students meet the licensure GPA standards of our state boards, the counseling programs require a 3.25 to graduate from the program.

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

CACREP Professional Identity Standards

Counselor Preparation Comprehensive Exam (CPCE) scores and Licensure pass rates are reviewed to assess knowledge and performance on the Professional Identity Standards for both programs. The scores are monitored each semester to make considerations for changes in the program. Students complete the CPCE requirement as their comprehensive examination. Students must score at least 1 standard deviation below the national mean to pass their comprehensive examination. The scores for Fall 2024 and Spring 2025 are listed in the table below, in total 45 students took the exam during this cycle:

Table 4. 2024-2025 CPCE Data and Pass Rates

2024 – 2025 CPCE Data									
Human Growth & Dev.	Social/ Cult. Found.	Helping Rel.	Group Work	Career Dev.	Assessment	Research & Prog. Eval.	Prof. Orientation & Ethical Prac.	Total/ Mean	
11	10.2	10.7	12.3	10.9	10.4	10.5	11.5	87.6	FHSU Mean
PASS RATE	95%								

CACREP Student Learning Outcomes (SLOs)

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

Note: Data from the Assessment year is incomplete due to the move toward a new data collection software in Blackboard.

Table 6. Key Performance Assessment Data Clinical Mental Health Counseling 2024-2025

SLOs	Program Objective Area	Score
A.1-A.7	Professional Counseling – Orientation	3
B.1-B.8	Professional Counseling – Ethical Practice	3

C.1-C.8	Social and Cultural Diversity	3.4
D.1-D.8	Human Growth and Development	3.3
E.1-E.9	Career Development	3.4
F.1-F.7	Counseling and Helping Relationships – Skills	3
G.1-G.8	Counseling and Helping Relationships - Theory	3.6
H.1-H.7	Group Counseling and Group Work	3.4
I.1-I.10	Assessment and Testing	3.3
J.1-J.8	Research and Program Evaluation	3.6
K.1-M.12	Specialty Area – Clinical Mental Health Counseling	3.6
N.1-N.8	Professional Practice – Clinical Mental Health Counseling	4

Table 7. Key Performance Assessment Data School Counseling 2024-2025

SLOs	Program Objective Area	Score
A.1-A.7	Professional Counseling – Orientation	3.1
B.1-B.8	Professional Counseling – Ethical Practice	3.1
C.1-C.8	Social and Cultural Diversity	4
D.1-D.8	Human Growth and Development	3.3
E.1-E.9	Career Development	3.1
F.1-F.7	Counseling and Helping Relationships – Skills	3.2
G.1-G.8	Counseling and Helping Relationships - Theory	3.3
H.1-H.7	Group Counseling and Group Work	3.2
I.1-I.10	Assessment and Testing	3.4
J.1-J.8	Research and Program Evaluation	3.5
K.1-K.15	Specialty Area – School Counseling	3.1
L.1-L.10	Professional Practice – School Counseling	4

Use of Findings to Inform Program Modifications

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

1. Reevaluation of curriculum and learning outcomes to align with CACREP 2024 Standards.
2. Installment of new data collection software to streamline the evaluation and reporting of KPIs.
3. Expansion of faculty to meet the demands of the program and maintain student-to-faculty ratios.
4. Strategies to engage and grow student counselor identity, and professionalism in addition to course work (ie. Building the application for a CSI chapter).
5. Revamping the professional performance review to align with new residency requirements for the CACREP 2024 standards.
6. Expanding professional development opportunities for practicing counselors and students by virtue of building curriculum funded by a Telehealth grant from the state of Kansas.