Six-Year Review of Academic Programs

Program Audit and Review: 2021-2022

University of Wisconsin – River Falls

COUNSELING PROGRAM, M.S.E.

Self-Study Report Section One: <u>General Information</u>

A. Provide the title of the academic program (i.e., major or graduate program) under review. Include the original UW System authorization and the date when it was approved, **if it is available,** and any subsequent revisions of the title and associated dates.
> **Counseling MSE, Original entitlement 1968**

B. Provide the program's curriculum.
> o **Core courses, 27 cr.**
> <u>COUN 610</u> Introduction to School Counseling, 3 cr.
> <u>COUN 612</u> Lifespan Human Development, 3 cr.
> <u>COUN 614</u> Counseling Practicum, 3 cr.
> <u>COUN 615</u> Cultural & Ethical Foundations of Counseling, 3 cr.
> <u>COUN 620</u> Career Counseling, 3 cr.
> <u>SPSY 622</u> Introduction to Appraisal & Intervention, 3 cr.
> <u>COUN 732</u> Group Counseling, 3 cr.
> <u>COUN 753</u> Counseling Theory and Skills, 3 cr.
> <u>COUN 770</u> Comprehensive School Counseling Programming, 3 cr.
> **Required classes, 13 cr.**
> <u>SPSY 795</u> Research and Program Evaluation, 3 cr.
> <u>COUN 798</u> Independent Study, 1 cr.
> <u>COUN 771</u> Internship: Elementary School Counseling, 3 cr.
> <u>COUN 772</u> Internship: Middle School Counseling, 3 cr.
> <u>COUN 773</u> Internship: High School Counseling, 3 cr.
> Before finalizing Internship plans, the student must pass a written examination based upon the content of all of the core course.
> **Directed elective courses, 8 cr.**
> To be selected in consultation with an advisor

> Students will also present a portfolio indicating knowledge and application of <u>Wisconsin Department of Public Instruction</u> Standards for Professional School Counselors. Completion of the internship and of the master's program is dependent upon approval of the portfolio by the program faculty.

C. Provide active links to the program's website and any other social or web-based media affiliated with the program.
> https://www.uwrf.edu/Academics/GraduatePrograms/Counseling.cfm

D. Identify sub-majors, options, or emphases associated with the program.
> N/A

E. Identify any minor(s) and/or certificates associated with the program.
> N/A

F. Identify the name of the department responsible for the program and the college(s) or administrative unit where the program is housed.
> **Counseling and School Psychology Department in the College of Education and Professional Studies**

G. Identify the names of additional departments and/or programs that offer either required or elective courses in the program. Identify the courses and provide a clear indication of the relative importance of these courses for the program.
> o **SPSY offers 2 courses, required for COUN students:** *SPSY 795- Research and Program Evaluation* **(3 credits) and** *SPSY 622- School Behavior Assessment and Intervention* **(3 credits)**
> o **TED and Continuing Education have offered** *SPED 530: Exceptional Child* **as one of our required electives. This course supports foundational knowledge of educational systems specifically regarding exceptional populations, important for school counselors to know.**

H. Identify all other programs, such as university requirements, general education, foundation courses in agriculture, education foundations, other majors and minors (including minors affiliated with the program), and so on that are supported by the program under review. Include in your narrative a description of the specific role that **each** of these plays in course offerings, faculty and resource allocation, and so on.
   o **N/A**
I. Discuss how the program serves the general public (i.e., the community at large, not the academic community, *HLC revised criteria* effective September 1, 2020, 1.B.1, https://www.hlcommission.org/Policies/criteria-and-core-components.html).
   o **The Counseling Program partners with the general public and community stakeholders in a number of ways.**
      ▪ **Stakeholder Group- this group of 120 alumni, students, and friends of the program who provide input into program decision-making and recruitment. The group meets formally twice a year and are provided updates monthly during the academic year.**
      ▪ **Practicum and Internship- We partner with over 70 school sites yearly to provide a win-win for both our students and the community. Students work alongside the school counselors for a 100-hour practicum during the second or third semester of their program, and a 600-hour internship capstone experience to provide academic, career, and social emotional support to K-12 students.**
      ▪ **Conferences- Faculty and students attend and present at school counselor professional organization state conferences (e.g., WSCA, MSCA, MAAP, etc.) each year.**
      ▪ **Professional Development- a one-day workshop is being planned for March 19, 2022. This grant-funded PD opportunity is focused on school counselors, educators, and those interested in school counseling. Community members will be invited to attend, free of charge, to learn more about working with students in schools.**
      ▪ **All Counseling Program students must take SPSY 795: Research and Program Evaluation, which presents content on conducting both quantitative and qualitative research methods. Students work together to conduct a program evaluation within the department. Following the SPSY 795 course, all students are required to complete COUN 798: Independent Study under the guidance of a faculty adviser. This course requires students to work in small groups of 3-5 students to team up with local school practicum sites to conduct data analysis. This is a mutually beneficial arrangement as the school allows our students to practice program evaluation with real school data, and the school receives the outcomes report and recommendations from the group.**
      ▪ **River Falls School District and others- the program teams up with the local school district to offer support during crisis or unforeseen events. We serve on advisory councils and assist with trainings as needed.**

J. Discuss how the program engages with external constituents (HLC 1.B.3).
   o **In addition to the outreach activities listed above in "I", the Counseling Program reaches out to external constituents via:**
      ▪ **[Program website](#)- This provides information about application to the program, degree requirements, student group, scholarships, and student handbooks.**
      ▪ **[Counseling Program Listserv](#) – This email list is open to anyone and is used as a mass means of communication to current students and alumni. Primarily, we use this to announce mandatory student meetings, program events, and job openings.**
      ▪ **UWRF School Counseling Program Facebook Page- With more than 630 members (anyone can "like" our webpage and join), we share updates about our community of current students, alumni, and friends of the program. Photos and stories are shared to celebrate accomplishments.**
      ▪ **The program surveys site supervisors, employers of our graduates, and alumni each year regarding how the program is meeting program learning objectives.**
      ▪ **Faculty members Caroline Baker and Mark Gillen sit on a number of college (e.g., RSCAC, EPPC), university (e.g., AP&P, GSCC, DIC, FASDB, ACADEMIC PLANNING), and state committees (e.g., MSCA, WSCA, CACREP, DPI). ([See CVs](#))**

K. Discuss how the program prepares students for informed citizenship and workplace success (HLC 1.C.1).
   o **In 2014, the Counseling Program updated Program Learning Objectives based on national CACREP and state DPI best practice standards for school counselors. These were reviewed and approved by the Stakeholder Group. Annually, we collect data on how we meet these standards by surveying 1) Graduating students, 2) Alumni, 3) Employers of our graduates, 4) Site supervisors. See our website for program learning outcomes: https://www.uwrf.edu/CSP/Counseling/MissionandLearningOutcomes.cfm**
   o **A required component of COUN 614: Practicum and COUN 771-772-773: Internship, students are evaluated by both their site supervisors and their university faculty supervisors regarding professional demeanor and counseling skills and knowledge. See Assessment Report.**
   o **We evaluate every student once they reach the *COUN 614: Practicum* stage of the program using the Comprehensive Evaluation Rating Tool. This offers assessment on overall performance and demeanor and occurs about half-way through the program. See Assessment Report.**
   o **All evaluations are reviewed with the student and they are required to sign off on the evaluations.**

L. Discuss how the program demonstrates inclusive and equitable treatment of diverse populations (HLC 1.C.2).
   o **The Counseling Program values diversity in all forms and we endeavor to create an inclusive program climate in the following ways:**
      ▪ **In collaboration with the UWRF school counseling stakeholder committee we have established a subcommittee of fourteen members whose focus is to review current practices for recruiting, retaining, and supporting underrepresented students and faculty. This group meets at least twice per year.**
      ▪ **Discussion and application of Multicultural and Social Justice Counseling Competencies are woven throughout each class in assignments, readings, and discussion. This includes a focus on cultural, ethical, and developmental considerations within school counseling.**
      ▪ **The program has facilitated the increase of scholarships from one to five offered only to Counseling Program students (plus one offered to all students in the department). Specifically, the Jerry Liddell-Pauline McConnell Scholarship focuses on underrepresented students in the early stages of the program.**
      ▪ **Our enrollment over the past 10 years clearly signals an increase and appreciation for diverse populations- 20-30% students of color and 20-30% male students.**
      ▪ **The UWRF school counseling program has been nominated four times by UWRF for the Board of Regents Diversity Award (Unit)-2014/15, 2015/16, 2016/17 and 20018-19.**

M. Discuss how the program guides students in the ethics of research, scholarly and/or creative activity, and in the use of information sources (HLC 2.E.2).
   o **Each course in the program requires students to utilize APA formatting for all assignments and exams. APA formatting is reviewed and practiced in the *COUN 610: Introduction to School Counseling* course, and an overview of the Davee Library resources is provided by our Library Liaison.**
   o **All Counseling Program students must take *SPSY 795: Research and Program Evaluation*, which presents content on ethically conducting both quantitative and qualitative research methods. Students work together to conduct a mini-program evaluation within the department.**
   o **Following the SPSY 795 course, all students are required to complete *COUN 798: Independent Study* under the guidance of a faculty adviser. This course requires students to work in small groups of 3-5 students to team up with a practicum site to conduct data analysis. This is a mutually beneficial arrangement as the school allows our students to practice program evaluation with real school data, and the school receives the outcomes report and recommendations from the group.**
   o **Students are regularly invited to collaborate on faculty research and to co-present at annual state counseling conferences. For example, four students presented at the Wisconsin School Counseling Association conference with faculty in 2020. Three students co-authored research manuscripts with faculty in 2020-2021.**

N. Discuss how the program trains its faculty and staff and supports their teaching, RSCA, service, and advising activities (HLC 3.C.7).

- o **The Counseling Program employs 3 core terminal-degree faculty members, as required by our national CACREP accreditation. This year, we successfully completed a faculty search and the new hire will start in August 2022. During this time, we have hired temporary Instructional Academic Staff to cover courses.**
- o **When bringing in new tenure-track faculty members or instructional academic staff, the Program Director and Department Chair (often the same person) work to offer supports in a number of ways:**
  - ▪ **Regular meetings (e.g., weekly or biweekly) to discuss class content, teaching skills, student feedback and needs, and programming topics. This is also a time to offer the individual feedback related to the new faculty member's performance and reappointment process or annual review.**
  - ▪ **Faculty members are required to have peer teaching evaluations each year through the tenure vote. This is outlined in our Graduate Faculty Status requirements and the Department Promotion and Tenure policy document (full document available upon request). (See Graduate Faculty Status criteria in Appendix E)**
  - ▪ **Encouraging attendance and presentation at state and national conferences, supported through FASDB funds and department travel funds.**
  - ▪ **Service activity scaffolded for new faculty who are advised about time commitments and connections across campus. They are permitted to start their service locally (i.e., within the program and department) before expanding into the broader community.**

O. Explain why the program either has or does not have disciplinary accreditation (HLC 4.A.5). If the program has specialized accreditation, include the most recent letter and report as Appendix A.

- • **The Counseling Program is fully accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) through 2024. This is a national accreditation that enhances the portability of our students' school counseling licenses and degree across different states. It ensures we are meeting nationally accepted best practices for training school counselors. We are preparing to apply for renewing our accreditation in 2024.**

P. Describe significant changes in the program since the previous review, identifying any that were the result of observations or recommendations expressed in the previous review. Include a discussion detailing the rationale and outcome for each action. If recommendations from the previous review were not implemented, identify these and explain the rationale behind the inaction. Include the Provost's report from the previous review as appendix B.

- o **The last PIP-PAR process conducted on the Counseling Program was in 2014-2015. Since then, few significant changes have been implemented:**
  - ▪ **Wisconsin Department of Public Instruction expanded options for obtaining an educator license. In this development, counseling programs could choose two (out of three) options to meet license requirements. The UWRF Counseling Program determined that maintaining a B average and completing a portfolio would be the requirements to ensure graduates were license eligible. The Praxis II exam is no longer required to complete the program or to obtain a Wisconsin or Minnesota school counselor license. We encourage students to take the exam, but it is no longer required.**
  - ▪ *TED 760: Research Methods* **is no longer offered to Counseling Students. Instead, Counseling students take** *SPSY 795: Research and Program Evaluation* **(3 credits). In the subsequent semester, students must take** *COUN 798: Independent Study* **(1 credit) and complete a program evaluation project with a local school. This change allows for integration of learning and application for students with local school partners.**
  - ▪ **In the last PIP-PAR review, the Counseling Program was preparing the self-study and application for full CACREP accreditation. We accomplished full accreditation from 2016 through 2024. We are currently working on renewal and preparing an updated self-study. To this end, and in keeping with new CACREP standards, we have successfully obtained UW-system approval to move from 48 to 60 credits hours required to graduate. Considering**

recruitment and retention efforts, we worked with the Registrar's office to roll out the changes starting in Fall 2022.

Q. **Optional**: Include a discussion about any unique challenges or developments that should be considered that are not included in other sections of the report.

R. Additional Locations. Does your program use additional locations (e.g., locations off campus to deliver credit-bearing courses that are part of your degree program)? If this occurs, identify below the additional location(s) and explain in 1-2 pages the activity that occurs. Include in your narrative discussions about how faculty are determined to be qualified to teach, how they are reviewed, how the activities are assessed, and so on. This narrative must either explain how these processes mirror those used on the main campus or explain how they differ and why these differences result in the same "quality" outcomes as occurs on the main campus.

   o **N/A**

Self-Study Report Section Two – <u>Program Improvement Process Elements</u>

I. Intellectual Strength

   A. The extent to which the program meets University Assessment plan and report expectations.

   Provide a narrative explaining how your program utilizes assessment processes to improve student learning. Include the program assessment plan, the assessment report and the Faculty Senate Committee's Assessment Review document as appendix C. <u>Include relevant program minutes demonstrating when and how these issues were discussed as an Appendix D, highlighting the appropriate section(s) of the minutes.</u>

   The Counseling Program employs a detailed and continuous assessment plan to evaluate student learning and program effectiveness. Specific and detailed information is provided in the full assessment report, attached. Our assessment plan includes:

   - **Early and frequent assessment of and feedback to students. Beyond course performance and grading, we strive to provide feedback starting in the Introduction class and throughout all courses to develop and improve professional identity. This includes direct feedback in lab performance, peer to peer feedback through group work, mid-semester evaluations across courses, and a comprehensive evaluation occurring about mid-way through the program. All program faculty and faculty from adjacent programs provide feedback on the counseling students they currently serve.**
   - **Student learning outcomes- Every semester, we collect average student performance data on key assignments throughout the program. This is used to ensure inter-rater reliability when we have different course instructors, but also determines how the general professional identity is occurring across curriculum.**
   - **Surveys. Annually, we survey employers, alumni, and site supervisors about how our students and graduates meet our program learning objectives. Additionally, we gather program performance data via exit surveys of graduates each semester. We collect employment data each fall to determine our hiring rate of graduates.**
   - **Student evaluations and faculty performance reviews. All faculty are evaluated each semester by students in courses. Further, every program FTE faculty member conducts an Annual Review, if not already in a formal review process (i.e., reappointment, post-tenure review, etc.).**
   - **CACREP. Each year, we complete the Vital Statistics Survey to maintain our accreditation. This data takes the pulse of the program regarding recruitment, retention, graduation, and employment. Outcomes are posted to our program website. A Mid-cycle Report was completed in 2020 to provide more depth to our program performance in between full accreditation self-studies.**
   - **Comprehensive exam. Our comprehensive exam is offered fall and spring to students who have completed all core coursework and who plan to move into Internship. We review performance on this essay exam together during a program meeting.**

- **Meeting Minutes. Data review is continuous in our program as we meet weekly or bi-weekly throughout the academic year. Every semester, we conduct a review of enrollment, student to faculty ratios in general and with regard to field placements, survey results, mid-semester student evaluations, and comprehensive evaluations. Certainly, all meeting minutes from the past 7 years could be provided. Instead, I have chosen a selection to highlight our data review process.**

B. The five-year trend in percentage of employed and continuing education of graduates by major.

UWRF Major or Graduate Program Name	UW System CDR Major Code	Acad Sub Plan	4-YR Total	FDS Resp	Resp%	Success	Success%
Counseling MSE	COUNSEL	(no sub plans)	90	84	93.3%	74	88.1%

Provide a narrative that discusses the data that is provided <u>and</u> any information available to the program regarding the employment and continuing education activities of graduates.

- **The data provided reflects the formal University survey gathering such data. We partner with Career Services and send the link to the FDS out along with our own employment survey to the past year's graduates.**
- **Our program data, based on our own employment survey conducted each October, yields a hiring rate of 95.6% since 2017 and 100% in the past 2 years. We send the survey to all of the previous year's graduates, and of the information known about graduates, we include all who sought a school counseling position. If they chose *not* to search for a school counseling position, we do not include them in the results data.**

C. The extent to which instructional staff remain current in their discipline.

Using the data provided in CVs run from Activity Insight over the preceding six years, programs will provide analyses of how faculty meet the criteria that are defined by programs and used by them to establish that faculty are qualified. This includes all instructional staff.

- **FTE faculty must hold a terminal degree and are held to the department promotion, retention, and tenure guidelines approved by the department. For CSP, faculty are required to participate in scholarly work and discuss how they have engaged in publication and presentations for each review period. Faculty not on an official review (e.g., post-tenure review, reappointment, etc.) present an annual review to the department. Feedback is provided on all domains and the presentation is stored with the meeting minutes.**
- **Instructional Academic Staff must meet our graduate faculty status requirements, typically requiring a Masters degree in the related field plus activity in the profession. We submit a Graduate Faculty Status form for each contract period. Each IAS brings expertise relative to the topic they will teach. For example, Dr. Paul Shepherd teaches the Higher Education Administration elective due to his extensive professional background in this domain. See Appendix F.**
- **The ePerformance system is used for official system documentation of observations (conducted yearly or per teaching contract) and reviews for core faculty and IAS.**

II. Enrollment Strength (combined with market strength)

Include the Program Improvement Process data for each enrollment strength factor (i.e. A, B, C, D, & E). Provide a narrative that discusses **each** of the factors in Enrollment Strength as they relate to your program. The narrative **must** include a discussion of the steps being taken by the program to address any significant accomplishments, concerns, and/or issues that exist in regard to **each** of these factors, as well as some discussion regarding **the goals** that the program has set for itself on each factor and the steps necessary to achieve these goals. In particular, the narrative must identify the program's retention, persistence, and

graduation goals; how they were defined; its strategies to achieve them, and how the program monitors and adjusts its goals. (HLC Criteria 4.C).

A. Five-year trend of number of majors in a program divided by total majors on campus, reported as a percentage.

College	Department	Program Name	Career	UW System CDR Major Code	FA16	FA16 Pct of Total	FA17	FA17 Pct of Total	FA18	FA18 Pct of Total	FA19	FA19 Pct of Total	FA20	FA20 Pct of Total	5-Year Average
CEPS	Counseling & School Psychology	Counseling MSE	GRAD	COUNSEL	68	1.09%	65	1.01%	58	0.89%	56	0.88%	62	0.99%	0.97%

We remain consistently about 1% of the student population of UWRF. This is in keeping with the graduate-only focus of our program and our limitations imposed by CACREP accreditation. We must have at least 3 core faculty members and maintain a ratio of 12 students to 1 core faculty member. This does not permit expansion to admitting additional students without additional resources. Despite limits on increasing numbers of students enrolled, we consistently attract applicants and have a robust applicant pool for each of our February 1 and October 1 application deadlines. We have initiated a system of "guaranteeing a spot", or delayed started, to qualified applicants beyond the 12 we can admit each term. In the two application cycles we have used this process, we have retained 6 applicants out of 11 offered this delayed started.

B. Five-year trend of number of program graduates within a specific program divided by total program graduates for the university, reported as a percentage.

College	Department	Program Name	Career	UW System CDR Major Code	16-17	16-17 Pct of Total	17-18	17-18 Pct of Total	18-19	18-19 Pct of Total	19-20	19-20 Pct of Total	20-21	20-21 Pct of Total	5-Year Average
CEPS	Counseling & School Psychology	Counseling MSE	GRAD	COUNSEL	28	1.86%	20	1.49%	24	1.63%	18	1.26%	20	1.29%	1.51%

Again, our rate remains consistent. Our degree plan is flexible and we do not require students to complete the program in a cohort model. This boosts our recruitment and retention as students can choose to take 1, 2, or 3 classes each term, fitting with their needs. Our student population typically reflects adults who have been in the workforce for a number of years and are returning to graduate school to change professions.

C. Five-year trend of median total credits to degree for academic program degree completers.

College	Department	Program Name	Career	UW System CDR Major Code	Unique ProgID	16-17 Median Credits	17-18 Median Credits	18-19 Median Credits	19-20 Median Credits	20-21 Median Credits	5-Year Average	Pct Credits More Than Required
CEPS	Counseling & School Psychology	Counseling MSE	GRAD	COUNSEL	GRADCOUNSEL	48	48.5	48	48	48	48.1	60.33%

This information reflects the requirement of 48 credits for our students by CACREP. We are moving to 60 credits for students entering the program in fall 2022.

D. Five-year trend of median time to degree for academic program degree completers.

College	Department	Program Name	Career	UW System CDR Major Code	Unique ProgID	16-17 Median Yrs to Degree	17-18 Median Yrs to Degree	18-19 Median Yrs to Degree	19-20 Median Yrs to Degree	20-21 Median Yrs to Degree	5-Year Average	# of Add'l Semesters Needed
CEPS	Counseling & School Psychology	Counseling MSE	GRAD	COUNSEL	GRADCOUNSEL	2.75	2.75	2.75	2.75	2.75	2.75	3

In our 48-credit hour graduate-only program, our students can choose to take 1, 2, or 3 classes in any term, allowing a flexible degree plan rather than cohort model. Given this flexibility, most of our students opt to take 2 or 3 classes each semester, yielding the 2.75-year average to complete the degree. We do have students who take the full 7 years to complete the program, but it is a rare occurrence.

E. Five-year trend of retention rate by program.

New Freshman: Fall 2016 – Fall 2020 (Prelim)

College	Department	Program Name	Career	UW System CDR Major Code	Unique ProgID	5-yr Total Cohort	5-yr Total Retained	5-yr Total Retain%	5-yr Total Change Program	5-yr Total Change%	5-yr Total Left UWRF	5-yr Total Leave%
CEPS	Counseling & School Psychology	Counseling MSE	GRAD	COUNSEL	GRADCOUNSEL	35	31	88.57%	0	0.00%	4	11.43%

The program tracks students each semester looking at rosters for all courses required in the program. If the student is enrolled in one or more courses, they are considered retained. If they are not enrolled, an email is sent to check in with the student. Often, the student reports taking a semester off from school and plans to return. Of course, sometimes the student does not return, but sometimes they do. If we can account for their status (i.e., they indicate they plan to return the following term), then we count them as retained. Typically, students who leave our program leave after 1 or 2 semesters and recognize that this career choice is not a fit for their goals. Here is our "practical retention rate" table for the past 6 years:

Semester/year	Total students	Students missing	Retention rate
Fa 21-22	64	0	100%
SP 20-21	65	0	100%
Fa 20-21	61	2	97%
SP 19-20	63	0	100%
FA 19-20	59	2	97%
SP 18-19	59	0	100%
FA 18-19	56	4	93%
SP 17-18	65	3	99.90%
FA 17-18	64	0	100%
SP 16-17	71	2	98%
FA 16-17	63	3	95%
SP 15-16	76	1	99%
FA 15-16	70	0	100%

Starting in 2017-2018, Wes Chapin's office asked programs to define how they measure retention. Factoring in part-time and full-time students, COUN retention is defined as completing 1 quarter of the program. One quarter is defined as 1.25 semesters out of 5 Fall/Spring semesters to complete the program in full time status. This allows students working at a part-time rate to be included. For graduation rates, COUN looks at 7-year completion rates, given that the Counseling Program's flexible degree plan allows several students to take one class per semester and still graduate in that time period.

Data since 2017:

#		Counseling	Notes
1	Graduate Program Name	Counseling	
2	Graduate Program Director	Caroline Baker/ Mark Gillen (Interim for Sp 19)	
3	Equivalent of First to Second Year Retention	86%	**Data from AY2017-2018**: Out of 10 students starting Fall 2017, 2 withdrew and 8 completed 1 quarter of the program by Spring 2018. Out of 11 students starting in Spring 2018, 1 withdrew and 10 have completed 1 quarter as of Fall 2018.
4	Equivalent of Four-year graduation rate	96%	For the students who started the program in AY 2011/12, 23/24 graduated within 7 years= 96% (1 student withdrew from the program)
3	Equivalent of First to Second Year Retention	100%	**Data from AY18-19**: 9 students started in Fall 2018, and 9 students enrolled in spring 2019 courses= 100%.
4	Equivalent of Four-year graduation rate	92%	For the students who started the program in AY 2012/2013, 22/24 graduated within 7 years= 92% (2 students withdrew from the program)
3	Equivalent of First to Second Year Retention	92%	**Data from AY19-20**: 13 students started in Fall 2019, and 12 students enrolled in spring 2020 courses= 92%.
4	Equivalent of Four-year graduation rate	100%	For the students who started the program in AY 2013-2014, 21/21 graduated within 7 years= 100%
3	Equivalent of First to Second Year Retention	100%	**Data from AY20-21**: 9 students started in Fall 2020, and 12 students enrolled in spring 2021 courses= 100%.
4	Equivalent of Four-year graduation rate	100%	For the students who started the program in AY 2014-2015, 23/23 graduated within 7 years= 100%

Financial Strength

Institutional Research will provide a departmental-level calculation of

SCH / Salary*

*Salaries for instructional staff will be used.

Review the data and write a narrative that explains how the program(s) within the department are stewards of university resources.
- The Counseling Program consistently maintains costs without faculty overload, hires outside professionals to support our electives, and minimizes printing costs by moving many documents online. We are required to maintain permanent folders for CACREP accreditation.
- In 2022, we will roll out the system-approved program changes from a total of 48 credit hours required to complete the degree, to 60 credits. We managed this CACREP accreditation requirement move to 60-credits without changing the time required to complete the program. In fact, students can still graduate within 3 years of starting the program, although their tuition cost will increase. This plan adds no additional campus resources or costs to the program and maintains an attractive graduate school option for prospective students.
- Within the move to 60 credits, we strategically designed an elective path that offers two certification tracks to students: 1) a post-secondary track and 2) a substance use disorders track. Both options enhance our students' school counselor training and marketability to school districts.

- Our program employs 3 core Counseling Program faculty who teach all 9 core courses (including Practicum) and Internship. Electives are taught in the summer and J-terms by IAS. In addition to teaching the core curriculum, faculty members conduct all program recruitment, assessment, accreditation work, and coordination of practicum and internship sites.
- Further, we share one Department Associate with 2 other departments. This stretches the support available to the program. We partner with School Psychology to hire student workers each year to provide additional support, using program revenue funds.
- Responding to the previous letter from former Provost Fernando Delgado during our last PIP-PAR, we have implemented international component. In 2016 and 2018 we taught a four-week core class (COUN 732) as part of the summer Wisconsin in Scotland Program. In 2022, we had filled two courses to be taught over 8 weeks (COUN 612 and 732) until COVID 19 made this impossible. We plan on restarting this program in summer 2023 or 2024.

The SCH/Salary calculation provided yields a score of **0.008** when rounded up. This value falls in range with the other programs listed in the provided spreadsheet, indicating utilization of campus resources consistent with programs across the university.

Appendix A: Specialized Accreditation https://www.uwrf.edu/Catalog/Accreditation.cfm

CACREP

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510 • Alexandria, VA 22314 • (703) 535-5990 • fax (703) 739-6209 • www.cacrep.org

January 21, 2016

Dr. Dean Van Galen
Office of the Chancellor
University of Wisconsin-River Falls
116 North Hall
410 South Third Street
River Falls, Wisconsin 54022

Dear Dr. Van Galen:

The Board of Directors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) met January 14-16, 2016, for the purpose of rendering accreditation decisions. A program housed in the College of Education and Professional Studies at the University of Wisconsin-River Falls was reviewed under the 2009 CACREP Standards. The Board made the following decision:

School Counseling (M.S.Ed. degree)
Accredited: Eight-Year Period through March 31, 2024

The above accreditation decision was based on the Board's extensive review of the self-study documents, the visiting team's report, and your institution's response to the visiting team's report.

Programs receiving accreditation for an eight-year period deserve to be commended for the work completed throughout the accreditation process. This is indeed a worthy achievement. Congratulations! Please note that a certificate of accreditation will be enclosed with Dr. Solberg's copy of this letter.

On behalf of the CACREP Board, I would like to extend my thanks to you and your administration for the support provided to the counseling program. Such support is considered vital to assuring continued quality in higher education programs. Once again, congratulations are extended to all of those involved in making this a successful accreditation review process.

Sincerely,

Carol L. Bobby, Ph.D.
President and CEO

Enclosure

cc: Dr. Larry C. Solberg, Dean, College of Education and Professional Studies
        Dr. Mark Gillen, Chair, Department of Counseling and School Psychology
        Dr. Caroline Baker, CACREP Liaison

Appendix B: Provost Letter from Previous Review

Office of the Provost and Vice Chancellor for Academic Affairs • 116 North Hall • (715) 425-3700

DATE: May 15, 2015

TO: Mark Gillen, Chair

FROM: Fernando Delgado, Provost

RE: Program Audit and Review for the Counseling program

The Program Audit and Review (PAR) committee thanks representatives of the Counseling program for their cooperation with the PAR review process. Following the review meeting, the PAR committee met to discuss both the report and the presentation provided by the program's faculty and staff. The committee identified the following observations and recommendations for consideration:

Committee Observations/Recommendations:

1. The Counseling Program has made significant and positive efforts to address the issues and concerns that were raised in the most recent program review, which occurred in 2007-08.

2. The Counseling Program has been attentive to curriculum needs and demands, increasing the number of credits to allow students to complete electives, assessing its curriculum, and creating more predictability in course offerings, while retaining flexibility that can accommodate student needs.

3. The program should be commended for its efforts to achieve diversity within its student body. Spring 2015 admits included 35 percent males and 43 percent from underrepresented populations.

4. The staff members have worked effectively to cultivate strong relationships with alumni and this has resulted in opportunities to raise scholarship and related monies to support the program. The use of social media, the program's website, stakeholder groups, and so on, have been very productive and the staff is encouraged to continue to build upon these types of activities.

5. Job placement has been strong over the last five years, averaging 88 percent. Most graduates remain in the area, but the program has also placed students into positions across the country. Job-placement prospects have been enhanced because of the relationships that the program has developed with its alumni.

6. The program is encouraged to continue its efforts to expand its international efforts, including recruiting students from other countries.

7. Financially, the program remains relatively expensive. This is a concern, particularly within the current fiscal environment within the state, and it is expected that this will remain a consideration moving forward.

8. Accreditation, if it is achieved, will create an advantage for recruiting students. It will also likely place constraints on revenue-generation opportunities, particularly in regard to the student-faculty FTE ratios that are required.

9. The program received a 60/60 evaluation from the Faculty Senate's Assessment Committee and should be commended for its attention and commitment to assessment activities.

10. The program is also encouraged to explore the development of a post-secondary track.   This might be a viable option to help indirectly address the cost issues that exist.

11. The program is recommended for continuation.

cc: Larry Solberg, CEPS Dean   Wes Chapin, AVC Academic Affairs

Appendix C: The assessment **plan**, the assessment **report** (i.e. the same assessment documents submitted for review by the Assessment Committee for Program Improvement), <u>and</u> the Faculty Senate Committee's Assessment **review document**.

Chairs/Directors: Include the documents listed above. For 2021-22 attach only the assessment **report** and the Assessment Committee's **review document (i.e., the one with the committee's feedback).**

ASSESSMENT REPORT (Self-study pages 15-70):

UNIVERSITY OF WISCONSIN RIVER FALLS

COUNSELING PROGRAM

PROGRAM IMPROVEMENT PROCESS & PROGRAM AUDIT AND REVIEW

2021 ASSESSMENT REPORT

This report presents data from 2015-2021.
Prepared by Dr. Caroline Baker, Program Director
caroline.baker@uwrf.edu
and approved by program faculty

2021 Assessment Report for the UWRF Counseling Program- M.S.E.

<u>**Counseling and School Psychology Department Mission Statement**</u>
Programs within the Department of Counseling and School Psychology prepare individuals to enter professional roles in school settings. The department is unified by common goals of providing graduate education to prepare our students to be thoughtful, involved, and responsive professionals, particularly in meeting the needs of children, their families, and others in a collaborative and problem-solving fashion.

Members of the department collaborate to ensure that students develop expected proficiencies in their respective fields of study, consistent with state and national standards. Programs within the department adhere to the highest standards of the professionals in the fields of counseling and school psychology.

Graduates from our programs develop both the knowledge base of their respective professions and interpersonal professional skills to work directly with children, and closely with parents, teachers, administrators, other school specialists, and community professionals, to provide support for learners with many needs. Graduates from our programs value diversity and individual differences and follow a commitment to lifelong learning and professional development.

Counseling Program Mission Statement

The mission of the UWRF Counseling Program is to prepare school counselors who exhibit excellence in counseling practice and leadership, respect human dignity and cultural diversity in the broadest sense and commit to lifelong personal and professional growth.

Program Learning Outcomes

Upon graduation from the UWRF counseling program:
- Graduates will be able to identify as professional school counselors through language and behaviors;
- Graduates will be able to implement and advocate for comprehensive school counseling programs;
- Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology;
- Graduates will be able to consult, collaborate and establish partnerships with stakeholders;
- Graduates will be able to apply ethical, developmental, and cultural practices in school counseling.

The information below responds to the required elements and rubric guidelines for the 2021 Program Improvement Plan and Program Audit AND Review processes.

There are multiple direct and indirect student assessments, both formative and summative, that take place during the counseling program. Each of the eight core counseling classes require students to work individually and in groups to complete assignments. Specific course assignments are then used as artifacts to attest to how students meet the DPI Content Standards and CACREP Student Learning Outcomes (see the 2017 Counseling Program Assessment Plan). Out-of-classroom experiences (i.e., Practicum and Internship) yield both site and faculty supervisor evaluations throughout the semester (see Appendices E, F, G). Additionally, comprehensive evaluations of student progress and learning occur at two primary points: 1) coinciding with Practicum, or as needed based on other assessments (Appendix K), and 2) the comprehensive exam which occurs upon completion of core courses and prior to Internship (Appendix L). More information on all assessments can be found below.

Assessment Activities in Report Cycle

External Accreditation and Recommendations for Improvement:
In 2016, the UWRF Counseling Program was awarded full, eight-year accreditation from the Council for Accreditation of Counseling and Related Education Programs (CACREP). The site team reviewed our self-study materials, and out of over 200 standards, they had one recommendation as follows:

Standard AA.3: Formal studies of site supervisor and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

Site visitors' response: Develop a formal systematic method of gathering and reviewing program feedback from site supervisors and employers that assesses their perceptions and evaluations of major aspects of the program and ultimately informs programmatic changes.

UWRF Counseling Program Response:
Employer Program Survey: Since completion of the self-study we implemented an employer survey that examines graduates' performance related to the Program Learning Outcomes. This survey was initiated in fall 2015 and is used each fall semester to survey employers after one year of experience by our students in their school. Outcome data is attached in Appendix A.
Site Supervisor Program Survey: Since the site team visit in 2015, we have created a formal site supervisor evaluation of the program related to the Program Learning Outcomes. The survey has been sent each fall semester to inquire about the previous year's interns. Outcome data is attached in Appendix B.

The UWRF Counseling Program's response to the CACREP Board resulted in all standards being met and full accreditation through 2024.

The UWRF Counseling Program also met requirements for DPI approval in 2017, 2018, 2019, 2020, and 2021.

Assessment Cycle:
This report covers the assessment cycles in academic years 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21. The Counseling Program admits students each fall and spring semesters, so the assessment process is continual and ongoing for program faculty each year.

Program Learning Outcomes and Timeline for Assessment:
The Counseling Program learning outcomes are as follows:
> *Upon graduation from the UWRF counseling program:*
> - *Graduates will be able to identify as professional school counselors through language and behaviors;*
> - *Graduates will be able to implement and advocate for comprehensive school counseling programs;*
> - *Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology;*
> - *Graduates will be able to consult, collaborate and establish partnerships with stakeholders;*
> - *Graduates will be able to apply ethical, developmental, and cultural practices in school counseling.*

Program learning outcomes are introduced, reinforced, enhanced and assessed throughout the program within each of the eight core counseling courses, plus Practicum and Internship out-of-classroom experiences (see Appendix H). The Exit Survey (see Appendix D) is sent to students immediately after graduation and when official grades have been posted. Graduates are asked about their self-perceptions of meeting the learning outcomes. Further, site supervisors for Practicum and Internship provide feedback on student performance related to the program learning objectives each fall for the previous year's interns (see Appendix B). Finally, the Employer Program Survey (see Appendix A) solicits feedback from external stakeholders about graduate performance in relation to program learning outcomes. This survey is sent out every fall semester using the Employment Survey data from the previous year.

Comprehensive Assessment across Modes of Delivery, Locations, and Course Timeframes:
The mode of delivery for all core counseling courses in the Counseling Program is face-to-face. Courses mirror each other in expectations for readings, individual and group assignments, and policies for late work and attendance. Most courses have a final exam that follows a similar format across courses, and which prepares students for the comprehensive exam. Out-of-classroom experiences, Practicum and Internship, are each 3 credits. Both Practicum and Internship must occur with licensed school counselors. Both courses utilize the same hour logs, case study format, and other course expectations. These courses both require site supervisor and university supervisor evaluations of the student (see Appendices E, F, G). These classes follow national accreditation and state department of instruction guidelines for supervision hours.

Engagement with Internal Stakeholders:
Program faculty and the Counseling Program stakeholder group (i.e., advisory council) form the immediate internal stakeholders. Program faculty meet weekly or bi-weekly to address the following topics, among others. Outcomes are recorded in the meeting minutes.

- Mid-semester review of all students. Each semester all students enrolled in classes are reviewed by faculty using a rubric (see Appendix J). Core faculty from both COUN and SPSY plus instructional academic staff and faculty members from outside the department but who teach counseling students will provide evaluations. Information regarding general student progress is compared across courses. If there is a concern, the program can complete a Comprehensive Evaluation Tool: Rating Scale (see Appendix K) and then schedule a meeting with the student. The evaluation is reviewed, plans for improvement are made, and the student retains a copy of the information.
- Comprehensive Evaluation Tool: Rating Scale (see Appendix K). Co-occurring with Practicum, or as needed based on other assessments above, a rating scale is utilized to evaluate each student's comprehensive program performance and is kept in the student's file. This assessment provides an early point of data collection and feedback to every student in the program, since the Practicum occurs in the 2nd or 3rd semesters (out of five or more). Regardless of score, advisers meet with each student to review the scale and provide feedback.
- Comprehensive examinations. Students who have completed all eight core counseling classes (COUN 610, 612, 615, 620, 732, 753, 770, SPSY 622) and Practicum are eligible to take the comprehensive examination. Successful completion of this pass/fail exam allows students to enter Internship. Exam questions are open-ended discussion questions focusing on topics related to all core classes. Students must respond to 2 questions during a 3-hour period of time. Information regarding comprehensive exam expectations, grading rubric, and an example question are provided to students prior to the exam (see Appendix L). An example question, not used in the actual exam, is: *Discuss the interaction between the three domains (i.e., academic, social-emotional, career) in a K-12 setting*. Additional exam questions may be reviewed with the program director.
- Stakeholder group. The stakeholder group consists of 100+ alumni, site supervisors, current students, and community members invested in counseling program success. The group meets once per semester to review program data and is tasked with providing input on general data, recruitment efforts, scholarship options, and more. Monthly email updates are also provided to the group.

Engagement with External Stakeholders:
The learning outcomes for the counseling program are based upon best practices for training school counselors from two separate sources. The Wisconsin Department of Public Instruction (DPI) authorizes the UWRF program, as part of the DPI continuous review process, to train and approve counseling students to be licensed in Wisconsin. The DPI requires that programs include training focused upon Counseling Content Standards. The Counseling Program Assessment Plan provides information on how the Content Standards, as sub-outcomes, support the Counseling Program learning outcomes, as well as the courses that primarily align with

these standards, and the course artifact(s) (assignments) that most directly relate to the DPI standard. A summary program update is provided to the DPI every year.

Counseling Program learning outcomes are also aligned with the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the national accrediting body for counseling programs. In 2016, the UWRF counseling program achieved full CACREP accreditation through 2024. Primary Program learning outcomes are tied to CACREP Student Learning Outcomes (SLOs). Every year, the Counseling Program submits a "Vital Statistics Survey" about annual data, posting the significant data points on our website (Appendix M). We also completed a "Mid-cycle Report" in 2020 (Appendix N).

Every October since 2015, the Counseling Program surveys employers, past site supervisors, and alumni on performance related to the Program Learning Outcomes. Data is located in Appendices A, B, and C.

Out-of-Classroom Learning Assessment:
Both the Practicum and Internship out-of-classroom experiences require site supervisors to evaluate students on knowledge, skills, and demeanor (see Appendices E, F, G). For Practicum, the evaluation occurs at the mid-point and end of the semester. During Internship, students are evaluated at the end of their time at each site (elementary, middle, high school) and by faculty members at the mid-point and end of the semester. Interns are also observed twice during the semester by UWRF faculty. The evaluations are aligned with all program learning outcomes (see Appendix H).

Each October, site supervisors are surveyed to comprehensively evaluate how well UWRF Counseling Program students are meeting program learning outcomes. See Appendix B.

Additionally, the Practicum and Internship each meet DPI state approval and CACREP national accreditation standards. An expectation for all students is the successful completion of a Portfolio. As required by the DPI, Content and Pupil Service standards are utilized as one measure of student progress within each core class. Students are required to submit a reflection on coursework and field experiences that contributed to their understanding of each standard. Artifacts supplement the reflection. A portfolio template and rubric may be found on our program website: https://www.uwrf.edu/CSP/PortfolioTemplateandMaterials.cfm

Changes to Assessments, Learning Outcomes, Curriculum:
In this assessment cycle, there have been no changes to the Program learning outcomes.

Assessment methods related to coursework and SLOs remain largely unchanged, aside from minor course assignment changes.

One curriculum changes occurred during this assessment cycle:
1. Starting in fall 2015, students without a teaching background were required to take SPSY 620: Behavioral Assessment and Intervention, 3 credits. As of 2020, SPSY 620 is no longer offered nor required by the Counseling Program. Instead, students must take 5 one-credit COUN 789 electives.

Changes in How PLOs link to UWRF Strategic Goals:
Through mastery and demonstration of the DPI standards and CACREP SLOs, the Counseling Program learning outcomes support the UWRF Strategic Goals. The following updates, underlined and in italics, occurred in this assessment cycle:

Distinctive Academic Excellence: For over 50 years the Counseling Program has successfully trained license eligible Professional School Counselors. Originated as a model training program for elementary school counselors in 1968, the program continues to focus on innovative best practices for training high caliber, well regarded school counselors who meet, and often exceed, the program learning outcomes. *The program is accredited by the Wisconsin DPI and CACREP (full 8-year accreditation 2016-2024).*

The counseling program distinguishes itself from other regional school counseling training programs by focusing on training only school counselors, offering flexibility with late day/evening coursework, and a highly diverse student population (nominated for the UW Board of Regents program diversity award for three years).

Learning outcome(s) related to UWRF Strategic goal one:
- Graduates will be able to identify as professional school counselors through language and behaviors;
- Graduates will be able to implement and advocate for comprehensive school counseling programs;
- Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology;
- Graduates will be able to apply ethical, developmental, and cultural practices in school counseling.

Global Education and Engagement: The UWRF Counseling Program partners with the UWRF Office of International Education to offer counseling classes in Scotland every two years. This occurred in 2014, 2016, 2018, and was planned for 2020 before the Covid-19 pandemic disrupted travel. Currently, we are maintaining our connection with the office to embark on study abroad opportunities as soon as possible.

Learning outcome(s) related to UWRF Strategic goal two:
- Graduates will be able to consult, collaborate and establish partnerships with stakeholders.
- Graduates will be able to apply ethical, developmental, and cultural practices in school counseling.

Innovation and Partnerships: The heart of the counseling program is our connection with school districts, which support our students' learning through supervised and coordinated practicum and internship experiences. Counseling students are required to complete a 100 hour practicum experience within the 2nd or 3rd semester of their program. The primary practicum experience includes a unique collaboration with the River Falls School District to blend school counseling activities in an elementary after-school program. Students are also required to complete a 600 hour internship (200 hours each at elementary, middle, and high school). Each year we collaborate with well over 50 different school counselors to provide students supervised work experiences.

Students partner with school sites to conduct data analysis using real-time school data, and they present their findings to the school (COUN 798). Students are also encouraged to engage with professional organizations during their training program. Each year students attend, and present at, the Minnesota and Wisconsin School Counselor Association state conferences.

Learning outcome(s) related to UWRF Strategic goal three:
- Graduates will be able to identify as professional school counselors through language and behaviors;
- Graduates will be able to implement and advocate for comprehensive school counseling programs;
- Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology;
- Graduates will be able to consult, collaborate and establish partnerships with stakeholders;
- Graduates will be able to apply ethical, developmental, and cultural practices in school counseling.

2017 Action Plan Summary Table and Status Report

SPECIFIC ACTIONS	IMPLEMENTATION TIMEFRAME	ACCOUNTABILITY ASSIGNMENTS	REVIEW SCHEDULES	*STATUS REPORT*
a. Maintain program requirements, through ongoing monitoring and review of best practice standards	Ongoing	All Program faculty	Yearly during program meetings	*Program meetings occur bi-weekly at a minimum, with program updates and decisions noted in meeting minutes. An agenda is provided with tentative schedule of program meeting topics.*
b. Curriculum review	Ongoing	All Program faculty	Yearly, during summer session	*Through annual review of SLOs, CACREP Vital Statistic Surveys, DPI Continuous Reviews, and program review of assessment data during bi-weekly program meetings, we update our syllabi template, modify assignments, or address student issues.*
c. Review course expectations, official syllabi, and teaching materials to promote greater consistency between instructors	Ongoing in conjunction with curriculum review	All Program faculty	Yearly and as needed upon changes in instructors	*We use a Syllabus Template that maintains current UWRF policy and requirements as well as program policy. Each academic year, the Program Director updates the template to reflect University Updates and is available to all instructors for use. The template ensures all instructors offer similar information and formatting for consistent instruction.*
d. Maintenance of site supervisor communication and monitoring of updated standards	Every semester	Practicum coordinator; Internship coordinator	Yearly for accreditation standards	*No change*
e. Continuous refinement of indirect student assessments	Every semester for the Exit and Site Supervisor Surveys	Faculty member assigned, currently Caroline Baker	Each semester	*The Exit survey occurs after fall and spring grades have been posted for graduates. The Site Supervisor Survey occurs every fall and inquires about comprehensive feedback for the prior year's interns. The Program Director manages the surveys.*
f. Update alumni lists and develop system of indirect alumni assessment	Alumni Lists updated fall 2017; alumni survey discussed, drafted, and implemented AY 2017-2018	All Program Faculty	Yearly	*The Program Director maintains an Alumni spreadsheet and sends emails to all alumni each recruiting cycle (Oct and Feb). Any returned email addresses are forwarded to student workers who update the spreadsheet with current information. Each October, the Alumni Survey is sent to all recent graduates and assesses program learning objectives.*
g. Partner with Career Services to enhance graduate	Each fall semester	Program Director	Yearly	*Instructors for COUN 610, COUN 620, and COUN 771-772-773 contact Career Services each semester to seek class presentations on career counseling topics.*

employment information				
h. Identify centralized data collection and streamline analysis system	Ongoing	All Program Faculty	Yearly as needed	*We have merged many data points into one spreadsheet for easy tracking and review.*

ASSESSMENT ACTIVITY RESULTS

a. Direct Assessment Results by Learning Outcome, Including Trends and Significance:

The Course Map in Appendix H identifies how counseling courses and direct assessments align with program learning outcomes. Further, it shows how learning outcomes are introduced, reinforced, or enhanced. Table 1, below, pulls the direct assessments listed in Appendix H and adds student learning outcome data for the assessment cycle. Please note that the learning outcomes are represented by numbers as followed:

> *Upon graduation from the UWRF counseling program:*
> **1.** *Graduates will be able to identify as professional school counselors through language and behaviors;*
> **2.** *Graduates will be able to implement and advocate for comprehensive school counseling programs;*
> **3.** *Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology;*
> **4.** *Graduates will be able to consult, collaborate and establish partnerships with stakeholders;*
> **5.** *Graduates will be able to apply ethical, developmental, and cultural practices in school counseling.*

Table 1: Program Learning Outcomes by Direct Assessment SLO by Semester Offered *(Mean points earned/Total Possible Points; %)*

Learning Outcome	COUN 610: Introduction to School Counseling	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
1, 2	610: Initial Paper	8.7/10; 87%	9.1/10; 91%	9.08/10; 90%	8.7/10; 87%	9.4/10; 94%	9.6/10; 96%	8.5/10; 85%	9.4/10; 94%	8.9/10; 89%	8.8/10; 88%	9.3/10; 93%	8.7/10; 87%	9.6/10; 96%
2, 3	610: Utilizing the Wisconsin Comprehensive Counseling Model-Part I	19/20; 95%	19.1/20; 95.5%	18/20; 90%	18.4/20; 92%	18.8/20; 94%	19.2/20; 96%	18.7/20; 93%	19.6/20; 98%	18.2/20; 91%	19.2/20;96%	19.5/20; 98%	19.7/20; 98%	19.05/20; 95%
1, 3, 4	610: This School Counseling Life	28/30; 93%	28.2/30; 94%	28.2/30; 94%	27.9/30; 93%	27.9/30; 93%	29.3/30; 98%	28.3/30; 93%	29.2/30; 97%	28.2/30; 94%	29.1/30; 97%	29.4/30; 98%	29.6/30; 98%	29.1/30; 97%

Continued below.

Table 1: Program Learning Outcomes by Direct Assessment SLO by Semester Offered *(Mean points earned/Total Possible Points; %)*

	COUN 612: Lifespan & Human Development	Spring 2015	Summer 2015	Spring 2016	Summer 2016	Spring 2017	Summer 2017	Spring 2018	Summer 2018	Spring 2019	Summer 2019	Spring 2020	Summer 2020	Spring 2021	Summer 2021
1, 3, 4, 5	612: K-12 Crisis Plan Group Project														
1, 3, 4, 5	Part 1	30.83/40; 77%	18.9/20; 94.5%	38.3/40; 95.9%	17.9/20; 89.5%	36.4/40; 91%	19.5/20; 97.5%	19.1/20; 95.5%	18.7/20; 93.5%	18.5/20; 92.4%	18.5/20; 92.4%	18.5/20; 92.4%	17.5/20; 87.5%	17.2/20; 86%	17.4/20; 87%
1, 3, 4, 5	Part 2	22.95/25; 91.7%	39/41; 95.1%	24.7/25; 98%	39.3/41; 95.9%	24.30/25; 97%	39.3/40; 98%	38.1/40; 95%	38.5/40; 96.3%	37.3/40; 93.3%	37.6/40; 94%	37.3/40; 93.3%	35.75/40; 89%	37.3/40; 93%	37.9/40; 95%
1, 3, 4, 5	Part 3	25/25; 100%	29.1/30; 97%	25/25; 100%	29.4/30; 98%	25/25; 100%	29.7/30; 99%	19.5/20; 97.5%	19.8/20; 99%	19.5/20; 97.4%	19.5/20; 97.4%	19.5/20; 97.5%	20/20; 100%	20/20; 100%	19.6/20; 98%

	COUN 614: Practicum	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
1, 2, 3, 4, 5	University Mid-Term Evaluation Avg. Score	2.78	2.95	2.98	2.67	2.86	2.99	3.01	3.08	3.04	3.09	3.14	3.07	
1, 2, 3, 4, 5	University Final Evaluation Avg. Score	3.39	3.13	3.08	3.17	3.62	3.25	3.03	3.44	3.2	3.25	3.44	3.31	
1, 2, 3, 4, 5	Site Supervisor Mid-Term Evaluation Avg. Score	3.33	2.72	3.3	2.99	3.04	3.12	3.31	3.18	3.04	3	2.97	3.16	
1, 2, 3, 4, 5	Site Supervisor Final Evaluation Avg. Score	3.5	3.37	3.58	3.55	3.46	3.63	3.83	3.48	3.45	3.46	3.15	3.76	

	COUN 615: Cultural and Ethical Foundations of Counseling	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
1, 5	615: Ethical & Legal Analysis	27.5/30: 92%	28.7/30; 96%	27/30; 90%	28.9/30; 96%	28.8/30; 96%	29/30; 96.8%
3	615: School Climate Improvement	63/64; 98%	62.2/64; 97%	48.7/50; 97%	48.7/50; 97%	47.8/50; 95.6%	49/50; 98%
1, 5	615: Class Discussion on Ethical Case	20/20; 100%	20/20; 100%	19.6/20; 98%	19.4/20; 97%	19.2/20; 96%	19.3/20; 96.5%

	COUN 620: Career Counseling	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
2	620: Career Development Domain-Center/Curriculum	47.3/50; 95%	47%/50; 94%	48.5/50; 97%	47.6/50; 95%	44.7/50; 89%	46.9/50; 94%
1, 5	620: Post-Secondary Options Workshop Presentation	32.5/35; 93%	32.4/35; 93%	34.8/35; 99%	34.7/35; 99%	35/35; 100%	34.4/35; 98%

	SPSY 622: Behavioral Assessment and Intervention	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Summer 2020	Spring 2021
1, 3	SPSY 622: Systematic Behavior Change Project	26.9/30; 90%	27.1/30; 90%	29.1/30; 97%	19.4/20; 97%	18.25/20; 91%	19.7/20; 98.5%	19.46/20; 97%

	COUN 732: Group Counseling	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
3, 4	732: Poster Presentation	24.2/25 96%	24.1/25;96.4%	24/25; 96%	25/25; 100%	24.5/25; 98%	24.8/25; 99%	24.8/25; 99%	24.3/25; 97%	24.7/25; 97%	24.3/25; 97%	24.1/25; 96%	24.7/25; 99%	24.8/25; 99%
3, 4	732: Poster Project/Research Paper	23.3/25 93%	24.55/25;98.2%	22.9/25; 91%	25/25; 100%	23/25; 92%	23.1/25; 92%	24.5/25; 98%	22.6/25; 90.5%	22.7/25; 90%	23.2/25; 92.6%	22.5/25; 90%	24.5/25; 98%	24.6/25; 98%

	COUN 753: Counseling Theory and Skills	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
1, 5	753: Theory Immersion Project Part 1	38.1/40 95%	39.7/40; 99%	34.2/40; 85%	29.5/30; 98%	28.1/30; 93%	27.3/30; 91%
1, 5	753: Theory Immersion Project Part 2	n/a	n/a	n/a	9.6/10; 96%	9.9/10; 99%	10/10; 100%
1, 5	753: Lab Experience Rubric 5	8.5/10 85%	9.1/10; 91%	8.2/10: 82%	13.4/15; 89%	13.4/15; 89%	9.1/10; 91%
1, 5	753: Lab Experience Rubric 6	18.2/20 91%	18.9/20; 95%	18.3/20; 91%	14/15; 93%	12.96/15; 86%	18.4/20; 92%

	COUN 770: K-12 Curriculum for School Counseling	Fall 2015	Fall 2016	Fall 2017*	Fall 2018	Fall 2019	Fall 2020
2	770: K-12 School Counseling Program	50/50; 100%	50/50; 100%	37.9/40; 94.7%	37.9/40; 94.7%	39.1/40; 97.8%	40/40/ 100%
4	770: Field Based Research Project	31.6/32; 98.8%	32/32; 100%	39.1/40; 97.5%	39.6/40; 99%	38.1/40; 95%	38.5/40; 96%
3	770: Best Practices in Classroom Guidance	29.27/30; 97.6%	29.1/30; 97%	29.4/30; 98%	29/30; 96.6%	28.5/30; 95%	28.5/30; 95%
1	770: Leadership Project	19.5/20; 97%	19.91/20; 99.6%	25.4/25; 101%	24.5/25; 98%	14.7/15; 98%	14.9/15; 99%

	COUN 771-772-773: Internship	Spring 2015	Fall 2015	spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
1, 2, 3, 4, 5	Mid-Semester Evaluations-UWRF	2.93	3.33	3	3.16	3.19	2.9	2.96	3	3.08	3.11	3.23	3.1	3.65
1, 2, 3, 4, 5	Final Evaluations-UWRF	3.3	3.9	3.6	3.7	3.75	3.37	3.64	3.5	3.35	3.79	3.73	3.71	4.2

1, 2, 3, 4, 5	Final Eval: site supervisor elementary Average	4.1	4.25	4.2	3.27	4.04	4.29	4.18	4.4	4.18	4.56	3.86	4.13	3.91	
1, 2, 3, 4, 5	Final Eval: site supervisor middle school Average	3.9	4.06	4	4.31	4.34	4.46	3.9	3.6	3.9	3.9	4.12	3.96	4.12	
1, 2, 3, 4, 5	Final Eval: site supervisor high school Average	4.1	4.15	4.2	3.95	4.23	4.31	4	3.8	4	4.2	4.19	3.9	4.2	
1, 3, 5	Observation One Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.1	3.05	3.2	3.08	NA-covid	4.27	
1, 3, 5	Observation Two Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.5	3.6	3.6	NA-Covid 19	NA-covid	4.3	

The data collected over time illustrates the consistency in student performance across terms, instructors, and delivery formats. This data is as expected, as the Counseling Program continuously works in unison to design syllabi, evaluate curriculum, document accreditation standards, and make evaluation methods consistent.

COUN 614: Practicum is a field placement in which students work with area school counselors. Both the site supervisor and university supervisor complete evaluations of the student at the mid-point and end of the semester using a Likert-type scale. Scores are added and averaged, with the expectation that students will show growth over time. This data demonstrates that this is indeed occurring.

COUN 770 was restructured in 2017 to better meet the ASCA National Model, CACREP standards, and DPI standards.

COUN 771-772-773: Internship occurs at all three age levels- elementary, middle, and high school. Site supervisors complete an evaluation at the end of each level, and university supervisors evaluate students at the mid-point and end of the semester. Similar to COUN 614, the expectation is that students demonstrate growth over time, which is represented by the data here. Observations were added in Fall 2018, conducted during site visits of UWRF Counseling Program faculty to sites, and then directly performed by site supervisors.

Finally, SPSY 622 is a course students must take from the School Psychology program. This course has been modified in recent years, reflecting changes in SLO name and student performance.

The **significance** of this data is that students perform consistently over time, with different instructors, and across delivery formats. A goal of the University and the Counseling Program is to create a stable and consistent learning environment, which is occurring based on this data. Further, the high level of student performance across courses in this assessment cycle is also reflected in a 100% comprehensive examination pass rate and 100% portfolio completion.

b. Direct Assessment Results by Modes-of-Delivery, Locations, and Course Timeframes:
The Counseling Program offers classes exclusively in a face-to-face mode of delivery, which was interrupted during the Covid-19 pandemic in 2020-2021. During this time, we moved all courses except for COUN 614: Practicum and COUN 771, 772, and 773: Internship to an online format. Typically, all nine core courses occur on the UWRF main campus in the Wyman Education Building and occur during the full fall, spring, or summer

terms. In Table 1 above, direct assessment data is arranged by term, and illustrate the consistent performance of students across courses, including the temporary adaption to delivery format required by Covid-19.

c. Out-of-Classroom Experience Assessment Results:

Counseling students are required to take a 100-clock hour Practicum in their 2nd or 3rd semester of the program, and a 600-clock hour Internship at the end of the program. The 600-clock hours for Internship are divided into 200 hours each at an elementary, middle, and high school site. For both field placements, students are directly supervised by licensed school counselors with at least 3 years of experience and a Counseling Program faculty member.

In COUN 614: Practicum, both the site supervisor and university supervisor complete evaluations of the student at the mid-point and end of the semester using a Likert-type scale (see Appendix E). Scores are added and averaged, with the expectation that students will show growth over time. The data in Table 2 below demonstrates that this is indeed occurring.

In COUN 771-772-773: Internship, site supervisors complete an evaluation (see Appendices F, G) when the student completes their 200 hours at that level, and university supervisors evaluate students at the mid-point and end of the semester. Similar to COUN 614, the expectation is that students demonstrate growth over time, which is represented by the data here.

Table 2: Out-of-Classroom Direct Assessment Data

COUN 614: Practicum	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
University Mid-Term Evaluation Avg. Score	2.78	2.95	2.98	2.67	2.86	2.99	3.01	3.08	3.04	3.09	3.14	3.07	3.34
University Final Evaluation Avg. Score	3.39	3.13	3.08	3.17	3.62	3.25	3.03	3.44	3.2	3.25	3.44	3.31	3.51
Site Supervisor Mid-Term Evaluation Avg. Score	3.33	2.72	3.3	2.99	3.04	3.12	3.31	3.18	3.04	3	2.97	3.16	3.3
Site Supervisor Final Evaluation Avg. Score	3.5	3.37	3.58	3.55	3.46	3.63	3.83	3.48	3.45	3.46	3.15	3.76	3.65

COUN 771-772-773: Internship	Spring 2015	Fall 2015	spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Mid-Semester Evaluations-UWRF	2.93	3.33	3	3.16	3.19	2.9	2.96	3	3.08	3.11	3.23	3.1	3.65
Final Evaluations-UWRF	3.3	3.9	3.6	3.7	3.75	3.37	3.64	3.5	3.35	3.79	3.73	3.71	4.2
Final Eval: site supervisor elementary Average	4.1	4.25	4.2	3.27	4.04	4.29	4.18	4.4	4.18	4.56	3.86	4.13	3.91
Final Eval: site supervisor middle school Average	3.9	4.06	4	4.31	4.34	4.46	3.9	3.6	3.9	3.9	4.12	3.96	4.12

Final Eval: site supervisor high school Average	4.1	4.15	4.2	3.95	4.23	4.31	4	3.8	4	4.2	4.19	3.9	4.2
Observation One Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.1	3.05	3.2	3.08	NA-covid	4.27
Observation Two Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.5	3.6	3.6	NA-Covid 19	NA-covid	4.3

d. Indirect Student Assessment Results and Significance

The Exit Survey is sent to graduating students at the end of each semester once grades are posted. Data from the survey provides the program with information on effectiveness of instruction, use of textbooks, access to campus resources, courses offerings, and learning outcomes (see Appendix D). In Table 3 below, Exit Survey data is presented. Data obtained throughout this assessment cycle indicate students strongly agree or agree that they are able to demonstrate the learning outcome. The significance of this data to the program is that our curriculum is preparing students for work in the schools upon graduation. Students feel ready and equipped with the knowledge and skills to work as school counselors.

Table 3: Exit Survey Data on Program Learning Objectives and Modes of Delivery since 2017

Upon graduation from the UWRF Counseling Program, I am prepared to:	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Disagree Strongly	Total Responses
Identify as a professional school counselor through language and behaviors.	32	33	2	0	0	0	67
Implement a comprehensive school counseling program.	26	36	5	0	0	0	67
Advocate for a comprehensive school counseling program.	39	22	4	0	1	0	66
Support student success by incorporating best practices through research, scholarly literature, and technology.	30	31	6	0	0	0	67
Consult, collaborate, and establish partnerships with stakeholders.	39	23	4	0	1	0	67
Apply ethical practices in school counseling.	44	21	2	0	0	0	67
Apply developmental practices in school counseling.	35	28	4	0	0	0	67
Apply cultural practices in school counseling.	37	26	5	0	0	0	67
Modes of Delivery:	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Disagree Strongly	Total Responses
The counseling program modes of delivery (i.e., face-to-face classes, mixed face-to-face with online classes, distance (online classes), compressed summer classes, education abroad) met my learning expectations.	22	31	4	2	0	0	59
Methods of assessing student learning and performance were similar in type and frequency across modes of delivery (i.e., face-to-face classes, mixed face-to-face with online classes, distance (online classes), compressed summer classes, education abroad).	22	28	6	2	1	0	59
The Counseling Program upheld high expectations for students across modes of delivery (i.e., face-to-face classes, mixed face-to-face with online classes, distance (online classes), compressed summer classes, education abroad).	28	20	8	2	0	1	59
Counseling program syllabi clearly presented course expectations including mode of delivery, assignment details and deadlines, and methods of assessment.	28	23	1	4	2	1	59

Other information you would like to share about modes of delivery (i.e., face-to-face classes, mixed face-to-face with online classes, distance (online classes), compressed summer classes, education abroad) during your time in the Counseling Program.							

The mode of delivery data results above indicate that most students believe the face-to-face instruction and methods of assessment meet their expectations and needs. Temporary online accommodations for COVID-19 resulted in student ratings consistent with in-person delivery.

An additional indirect assessment is the out-of-classroom site supervisor survey. In October each year, site supervisors are surveyed to evaluate how well UWRF Counseling Program students are meeting program learning outcomes. Data collected is used to modify the program. See Appendix B for data.

Confirming student self-evaluation, site supervisors overwhelmingly perceive students in Internship to be prepared to demonstrate the program learning outcomes. This confirms the Counseling Program's curriculum and methods of assessment.

e. Indirect Alumni Assessment Results and Significance to Program and External Stakeholders
Each October, alumni from two years prior to the survey are asked about how they demonstrate the program learning objectives. This allows them time to be employed and practice the learning objectives. The data can be found in Appendix C. Since 2017 when we initiated the survey, results confirm that the Counseling Program is meeting program learning objectives for students, and they are prepared to be professional school counselors upon graduation.

f. Indirect Professional Assessment Results and Significance to Program
The Counseling Program employment rate since fall 2015 is 93%. The 2020-2021 graduates will be surveyed in late October 2021.

Using the Employment Survey Data from the previous year, a survey is sent to employers to assess graduate performance on counseling program learning outcomes. Data collected provides the program with a snapshot of how the Counseling Program alumni are performing. Again, the results from the stakeholders employing our graduates indicate that our students are well-prepared to demonstrate each learning outcome. See Appendix A for data.

ACTION PLANS
a. **Counseling Program Meeting Expectations**
Program learning outcomes were created from state and national accrediting bodies and reflect the knowledge and skills required to work as school counselors in comprehensive school counseling programs. The direct and indirect data collected by the Counseling Program collectively indicate that program expectations are being met strongly. Students demonstrate consistent performance on student learning outcomes in courses. 100% of students in this assessment cycle successfully passed the comprehensive examination and submitted a portfolio to complete the degree requirements. Students, site supervisors, and employers consistently indicate that students are prepared with the knowledge and skills to work as school counselors upon graduation. Our employment rate is 93%, testifying to this point. ***The target action of the Counseling Program is to maintain the rigorous and standards-informed curriculum and program requirements. We will continue to assess performance using our systematized and comprehensive***

*assessment plan. **Further, the Counseling Program is working toward renewal of our CACREP accreditation, using updated standards from 2016.***

b. Maintain PLO/Individual Outcomes

The Counseling Program will continue to review curriculum and assessment methods yearly. As we complete a CACREP renewal process using updated accreditation standards, ***our target action will be to continue to streamline our assessment plan and data points, focusing on individual student progress in a comprehensive way using key performance indicators.***

c. Comparability of Learning across Modes-of-Delivery, Location, Course Duration

Our mode of delivery is face-to-face for all counseling classes. In response to the Covid-19 pandemic and UWRF safety measures, we temporarily moved all coursework online for the 2020-2021 academic year. To ensure best teaching and learning practices, all program faculty completed one or more online teaching training programs. Further, we employ a standard syllabus template to ensure consistency across program courses. ***Our target action will be to utilize the 2016 CACREP accreditation standards to enhance and streamline curriculum and assessment practices.***

d. Maintain Out-of-Classroom Learning Experiences

Currently, the out-of-classroom experiences (practicum and internship) fulfill national CACREP accreditation requirements. The current system of student evaluation allows multiple points of contact between site supervisors and program faculty. This provides support to students and enhances their potential for success. Data indicate students are showing growth in skills and knowledge during their field placements. Annually, we survey alumni and site supervisors on program learning objectives, and we consult a stakeholder group of more than 100 alumni, community partners, and current students to inform programming decisions. ***Our target action will be to continue these communications***.

e. Maintain Indirect Student Assessment

Each October, the Counseling Program surveys alumni, employers, and site supervisors on how program learning objectives are being demonstrated and achieved. Further, graduates complete an exit survey to provide feedback on how they were able to meet the program learning objectives. ***Our target action will be to continue with our process for annual assessment and review.***

f. Improve Indirect Alumni Assessment

Each October, the Counseling Program surveys alumni, employers, and site supervisors on how program learning objectives are being demonstrated and achieved. Further, graduates complete an exit survey to provide feedback on how they were able to meet the program learning objectives. ***Our target action will be to continue with our process for annual assessment and review.***

g. Maintain Indirect Professional Assessment and Plan to Enhance Expectations

The Counseling Program maintains CACREP accreditation. Each year, the Program provides data to CACREP called "Vital Statistics Survey", which includes demographic data and performance indicators around employment and graduation. In 2020, we provided a "Mid-Cycle Report" to CACREP discussing how we continue to meet accreditation standards and what, if any, challenges had been addressed. ***Our target action is to continue work on the CACREP self-study using 2016 standards to ultimately renew our accreditation in 2024.***

h. Maintain/Improve Process of Assessment

The Counseling Program maintains CACREP accreditation. Through the self-study process for renewal, we are currently examining our assessment plan and performance indicators. ***Our target action is to continue work on the CACREP self-study using 2016 standards to ultimately renew our accreditation in 2024.***

i.   Action Plan Summary Table

SPECIFIC TARGET ACTIONS	IMPLEMENTATION TIMEFRAME	ACCOUNTABILITY ASSIGNMENTS	REVIEW SCHEDULES
Work toward renewal of our CACREP accreditation, using updated standards from 2016. This underscores and informs all other target actions.	2020-2024	All program faculty. Designated CACREP Liaison	Every semester during multiple program meetings
Maintain and enhance the rigorous and standards-informed curriculum and program requirements.	Ongoing	All Program faculty	Every semester during multiple program meetings
Continue to assess performance using our systematized and comprehensive assessment plan.	Ongoing	All Program faculty	Every semester during multiple program meetings
Continue communications with stakeholders, supervisors, and alumni.	Ongoing	All Program faculty	Every semester during multiple program meetings

Appendix A
Employer Program Survey & Data

Within the last two years, your school has employed graduates of the UW River Falls counseling program.

As an employer of our graduates, this survey is designed to assess your perception and evaluations of major aspects of the UWRF Counseling Graduate program. Thank you for your time and input!

Please respond to the following statements. Data provided reflects all responses since 2017.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Disagree Strongly	Total
1. Graduates of the counseling program identify as professional school counselors through language and behaviors.	27	8	0	1	0	36
2. Graduates of the counseling program implement and advocate for comprehensive school counseling programs	24	11	1	0	0	36
3. Graduates of the counseling program support student success by incorporating best practices through research, scholarly literature, and technology.	19	15	2	0	0	36
4. Graduates of the counseling program consult, collaborate, and establish partnerships with stakeholders.	25	10	1	0	0	36
5. Graduates of the counseling program apply ethical, developmental, and cultural practices in school counseling.	26	9	1	0	0	36

6*. Please indicate areas our graduates need to improve:

7*. Please indicate areas our graduates are particularly strong:

8*. Is there any other information you would like to provide?

Comments can be provided upon request.

Appendix B
Site Supervisor Program Survey and Data

This survey is intended for site supervisors of the UWRF School Counseling Program.

This survey is designed to assess major aspects of the UWRF Counseling Program related to the program learning objectives. We are asking you to evaluate how interns displayed the UWRF counseling program learning outcomes during their time at your school. Thank you for your time and input!

Please respond to the following statements. Data provided reflects all responses since 2017.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Disagree Strongly	Total
1. Graduates of the counseling program identify as professional school counselors through language and behaviors.	52	25	1	0	1	79
2. Graduates of the counseling program implement and advocate for comprehensive school counseling programs	36	39	3	1	0	79
3. Graduates of the counseling program support student success by incorporating best practices through research, scholarly literature, and technology.	28	45	5	1	0	79
4. Graduates of the counseling program consult, collaborate, and establish partnerships with stakeholders.	37	36	5	0	0	78 (1 omitted)
5. Graduates of the counseling program apply ethical, developmental, and cultural practices in school counseling.	50	25	3	0	0	79

6*. Please indicate areas our graduates need to improve:

7*. Please indicate areas our graduates are particularly strong:

8*. Is there any other information you would like to provide?

Comments can be provided upon request.

Appendix C
Alumni Survey and Data

Every year, the UWRF Counseling Program seeks feedback from recent program alumni regarding our program learning objectives. The information is used to enhance program planning and is shared with stakeholders in aggregate form.

Please respond to the following statements as a graduate of the UWRF Counseling Program. Data provided reflects all responses since 2017.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Disagree Strongly	Total
1. Graduates of the counseling program identify as professional school counselors through language and behaviors.	25	14	0	0	0	39
2. Graduates of the counseling program implement and advocate for comprehensive school counseling programs	17	17	3	1	0	38
3. Graduates of the counseling program support student success by incorporating best practices through research, scholarly literature, and technology.	12	25	1	0	0	38
4. Graduates of the counseling program consult, collaborate, and establish partnerships with stakeholders.	19	18	1	0	0	38
5. Graduates of the counseling program apply ethical, developmental, and cultural practices in school counseling.	21	16	1	0	0	38

6*. Please indicate areas our graduates need to improve:

7*. Please indicate areas our graduates are particularly strong:

8*. Is there any other information you would like to provide?

Comments can be provided upon request.

Appendix D
Counseling Program Exit Survey

Please choose one option and clearly mark your response.

Q1 If I were starting a graduate counseling program again, I would apply to UWRF?

◯ Yes

◯ No

Q2 My degree program met my expectations for rigor and depth?

◯ yes

◯ No

Q3 Now that I have completed my degree, I am well prepared for employment?

◯ Yes

◯ No

End of Block

How satisfied were you with the following?

Q4 The graduate admission process

◯ Not satisfied

◯ Satisfied

◯ Extremely Satisfied

Q5 Course scheduling

○ Not Satisfied

○ Satisfied

○ Extremely Satisfied

Q6 The quality of instruction in your academic program

○ Not Satisfied

○ Satisfied

○ Extremely Satisfied

Q7 The availability of your graduate advisor

○ Not Satisfied

○ Satisfied

○ Extremely Satisfied

Q8 The library services

○ Not Satisfied

○ Satisfied

○ Extremely Satisfied

Q9 The University services (e.g., bookstore, registrar, etc.)

○ Not Satisfed

○ Satisfied

○ Extremely Satisfied

Q10 Other (please specify)

_____
_____
_____
_____
_____

End of Block

Please mark your response clearly.

Q11 My professors encouraged me to participate in professional organizations?

○ Yes

○ No

Q12 Different scholarly points of view were encouraged?

○ Yes

○ No

Q13 Faculty held high expectations for my performance?

○ Yes

○ No

Q14 Faculty members prepared carefully for their courses?

○ Yes

○ No

Q15 Textbooks required for classes were used on a regular basis?

○ Yes

○ No

Q16 Other information you would like to share in regard to scholarly excellence? (please specify)

_____
_____
_____
_____
_____

End of Block

Please mark your response clearly.

Q17 Graduate students in my program were treated with respect?

○ Yes

○ No

Q18 My program supported my professional goals?

○ Yes

○ No

Q19 Courses were relevant for my intended profession?

◯ Yes

◯ No

Q20 Course offerings were sufficiently flexible to meet my needs?

◯ Yes

◯ No

Q21 Courses addressed current developments in my field?

◯ Yes

◯ No

Q22 Other issues you would like to comment on related to the environment of learning?

_____
_____
_____
_____
_____

Q23 Faculty served as positive role models?

◯ Yes

◯ No

Q24 I received useful feedback from faculty on my class performance?

◯ Yes

◯ No

Q25 Faculty were supportive of my academic interests?

○ Yes

○ No

Q26 Faculty were accessible to students?

○ Yes

○ No

Q27 Other information you would like to share in regard to faculty concern for students?
_____
_____
_____
_____
_____

End of Block

Please respond to the following items about COUN 614: Practicum

Q28 I took COUN 614: Practicum.

○ Yes

○ No

Q29 The initial coursework in the UWRF Counseling Program prepared me for COUN 614: Practicum.

○ Not Satisfied

○ Satisfied

○ Extremely Satisfied

Q30 The amount of supervision, by university supervisors, was appropriate for COUN 614: Practicum?

○ Not Satisfied

○ Satisfied

○ Extremely Satisfied

Q31 The quality of supervision, by university supervisors, was appropriate for COUN 614: Practicum?

○ Not Satisfied

○ Satisfied

○ Extremely Satisfied

Q32 The COUN 614: Practicum course prepared me for advanced counseling classes.

○ Not Satisfied

○ Satisfied

○ Extremely Satisfied

Q33 The COUN 614: Practicum course prepared me for COUN 771-772-773: Internship.

○ Not Satisfied

○ Satisfied

○ Extremely Satisfied

Q34 Other information you would like to share in regard to your COUN 614: Practicum experience?

_____
_____
_____
_____
_____

Please respond to the following items about COUN 771-772-773: Internship

Q35 The UWRF Counseling Program prepared me for my COUN 771-772-773: Internship experience?

○ Yes

○ No

Q36 The amount of supervision, by university supervisors, was appropriate for COUN 771-772-773: Internship?

○ Yes

○ No

Q37 The quality of supervision, by university supervisors, was appropriate for COUN 771-772-773: Internship?

○ Yes

○ No

Q38 Other information you would like to share in regard to your COUN 771-772-773: Internship experience?

_____
_____
_____
_____
_____

Program Learning Objectives

Q39 Please choose the option that best reflects the extent to which you agree or disagree with the following statements. Upon graduation from the UWRF Counseling Program, I am prepared to:

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Disagree strongly
Identify as a professional school counselor through language and behaviors.	○	○	○	○	○	○
Implement a comprehensive school counseling program.	○	○	○	○	○	○
Advocate for a comprehensive school counseling program.	○	○	○	○	○	○
Support student success by incorporating best practices through research, scholarly literature, and technology.	○	○	○	○	○	○
Consult, collaborate, and establish partnerships with stakeholders.	○	○	○	○	○	○
Apply ethical practices in school counseling.	○	○	○	○	○	○
Apply developmental practices in school counseling.	○	○	○	○	○	○
Apply cultural practices in school counseling.	○	○	○	○	○	○

The next section seeks your feedback about "modes of delivery" of instruction.

Q40 Please choose the option that best reflects the extent to which you agree or disagree with the following statements. "Modes of delivery" refer to the format of classes- Face-to-face/in-person, distance/online, mixed face-to-face and online/hybrid, or education abroad.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Disagree strongly
The Counseling Program modes of delivery met my learning expectations.	○	○	○	○	○	○
Methods of assessing student learning and performance were similar in type and frequency across modes of delivery.	○	○	○	○	○	○
The Counseling Program upheld high expectations for students across modes of delivery.	○	○	○	○	○	○
Counseling Program syllabi clearly presented course expectations including mode of delivery, assignment details and deadlines, and methods of assessment.	○	○	○	○	○	○
Other information you would like to share about modes of delivery during your time in the Counseling Program:	○	○	○	○	○	○

End of Block

Appendix E

PRACTICUM UNIVERSITY/SITE Supervisor Evaluation Form

Formal completion and review with the student must occur at least twice during the placement time- at the mid-point and end. The original document is placed in the student's file, and student and site supervisor should maintain a copy. Program Faculty rely on these evaluations to determine the student's final grade.

Student's Name: _____ **Supervisor's Name:** _____ **Date:** _____

Type of Evaluation (Circle one)	Total Hours Completed to Date
Mid-Term	
Final	

Improvement needed- Concern warrants plan for remediation	Focus for growth- Does not merit plan for remediation	Developmentally appropriate	Advanced for developmental stage	Unable to assess- Not enough information
1	2	3	4	NEI

PROFESSIONAL DEMEANOR

1. Treats others (e.g., colleagues, clients, staff, faculty) respectfully.   1 2 3 4 NEI
2. Is prepared, reliable, and shows an appropriate work ethic.   1 2 3 4 NEI
3. Completes assigned responsibilities.   1 2 3 4 NEI
4. Responsive to supervision and feedback.   1 2 3 4 NEI
5. Maintains poise under stress.   1 2 3 4 NEI
6. Exhibits ethical behavior and decision-making.   1 2 3 4 NEI
7. Engages in self-assessment and reflection.   1 2 3 4 NEI
8. Openness to culturally competent learning.   1 2 3 4 NEI
9. Works collaboratively with colleagues.   1 2 3 4 NEI
10. Displays effective communication with others.   1 2 3 4 NEI

COUNSELING SKILLS

1. Level I Skills- Initial Skill Sets

- Communicates interest and attention in client   1 2 3 4 NEI
  - Demonstrates appropriate "Yes sets" (e.g., nodding head)   1 2 3 4 NEI
    - Sensitive to cultural preferences   1 2 3 4 NEI
    - Sensitive to developmental differences   1 2 3 4 NEI
  - Open body positioning and posture   1 2 3 4 NEI
        2. Level II Skills- Advanced Listening Skills
- Displays appropriate level of empathy   1 2 3 4 NEI
  - Reflects accurate feelings   1 2 3 4 NEI
  - Restates content   1 2 3 4 NEI
  - Hears underlying feelings and concerns   1 2 3 4 NEI
  - Does not unnecessarily interrupt client   1 2 3 4 NEI
  - Concentrates completely on the client   1 2 3 4 NEI
        3. Level III Skills- Connection and Introduction
  - Utilizes opening that was inviting and set the tone for change   1 2 3 4 NEI
  - Finds common ground with the client   1 2 3 4 NEI
- Self-discloses appropriately.   1 2 3 4 NEI
        4. Level IV Skills-Minimal Questions/Wrap up
  - Uses furthering responses appropriately (e.g., "tell me more") 1 2 3 4 NEI
  - Allows client to lead the conversation   1 2 3 4 NEI
- Provides closure to the session, with future focus   1 2 3 4 NEI
  - Appropriately terminates with a client   1 2 3 4 NEI
        5. Utilizes ethical, developmental, & cultural case conceptualization.   1 2 3 4 NEI

COMMENTS:

By signing the document, both student and supervisor acknowledge reviewing the progress, nothing areas for growth. Submit the original to your Practicum/University Supervisor; keep copies for your files.

Printed names and signatures of supervisor and student:

_____ Date: _____
Supervisor

_____ Date: _____

Appendix F
University of Wisconsin River Falls
Counseling and School Psychology Department
Internship Evaluation Form

The UWRF Counseling Program is grateful to you for your willingness to serve as a <u>site supervisor</u>. The final requirement for students is this formal evaluation. We encourage students to find a time to discuss the completed evaluation form with you, so that they can gain a clear understanding of their strengths and limitations as school counselors.

If you have any questions, concerns or comments about the evaluation process, or your student(s), please contact Mark Gillen (mark.gillen@uwrf.edu) as soon as possible.

Name of Internship Student	
Name of Site Supervisor	
School Name	
Internship Dates: Spring or Fall (circle one) 20__	
Hours at site: Total:	Direct: Indirect:

NA	1	2	3	4	5
Not Applicable	Needs much improvement	Needs some improvement	Adequate for beginning counselor	Above adequate for beginning counselor	Exceptional

Section I-Counseling and Interpersonal Skills
Please circle the number that you believe best corresponds with the student's abilities:

1. Basic Counseling Skills   NA   1   2   3   4   5
(e.g., active listening, basic reflections)

2. Advanced Counseling Skills   NA   1   2   3   4   5
(e.g., cognitive/behavioral and other problem-solving skills)

3. Case Conceptualization   NA   1   2   3   4   5
(e.g., understands, integrates, and utilizes theory, developmental models, and client(s)
   concerns)

4. Group Counseling Skills   NA   1   2   3   4   5

5. Interpersonal Skills with students   NA   1   2   3   4   5

6. Interpersonal Skills with parents, teachers & staff NA   1   2   3   4   5

7. Adheres to Ethical Standards   NA   1   2   3   4   5

Section II-Knowledge
Please circle the number that you believe best corresponds with the student's abilities:

8. Counseling theories   NA   1   2   3   4   5

9. Counseling Process   NA   1   2   3   4   5

10. Policies and Procedures of Site   NA   1   2   3   4   5

11. Issues specific to clients served   NA   1   2   3   4   5

12. Understanding of counselor role and
    responsibilities   NA   1   2   3   4   5

13. Planning of appropriate classroom lessons   NA   1   2   3   4   5

14. Delivery of classroom counseling lessons   NA   1   2   3   4   5

Section III-School Counseling Content Guidelines
Please circle the number that you believe best corresponds with the student's abilities:

15. Demonstrates an understanding of the psychological and sociological foundations
of human development, learning, and behavior.

                            NA   1   2   3   4   5

16. Demonstrates an ability to develop, organize, administer, evaluate, and promote a comprehensive school counseling program based on national
standards and state developmental guidelines

                            NA   1   2   3   4   5

17. Demonstrates skills necessary to work with school teams in the promotion of a safe and healthy school climate (e.g. prevention and intervention strategies, conflict resolution, peer mediation, crisis management).

<div align="center">NA   1   2   3   4   5</div>

18. Demonstrates an understanding of how diversity, inclusion, gender and equity impact academic achievement and personal-social and career development.

<div align="center">NA   1   2   3   4   5</div>

19. Demonstrates individual and group counseling skills that facilitate students' personal/social, academic, and career development throughout their K-12 experience.

<div align="center">NA   1   2   3   4   5</div>

20. Demonstrates an understanding of PK-16 career development theories, practices and programs, including the ability to facilitate student skills development.

<div align="center">NA   1   2   3   4   5</div>

21. Demonstrates knowledge of developmental approaches to assist all students and parents at points of educational transition (e.g. elementary school to middle school)

<div align="center">NA   1   2   3   4   5</div>

22. Demonstrates an understanding of prescribed policies and procedures (e.g. state and federal laws, institutional rules, regulations and standards, national ethical codes)

<div align="center">NA   1   2   3   4   5</div>

23. Demonstrates an ability to utilize research, and assessments to improve the school counseling program so as to improve the learning environment of all students.

NA   1   2   3   4   5

24. Demonstrates an understanding of how technology can be utilized to support students, families and educators in making informed academic, career and personal/social choices.

NA   1   2   3   4   5

25. Demonstrates an understanding of how to acquire ongoing professional development

NA   1   2   3   4   5

Please identify areas that you consider to be strengths of the student:

Please identify areas that the student needs to continue to work on:

I certify that I have completed this evaluation and discussed it with the student

_____   _____
Site Supervisors Signature   Date

I have reviewed this evaluation with my site supervisor _____
                                                            Student Signature/Date

Appendix G
University of Wisconsin River Falls
Counseling and School Psychology Department
Internship Evaluation Form: <u>University</u> Final Evaluation

Name of Internship Student	
Name of University Supervisor	
Internship Dates (semester/year)	

NA	1	2	3	4	5
Not applicable	Needs significant improvement	Needs some improvement	Appropriate for beginning counselor	More than adequate for beginning	Exceptional

Section I-Counseling and Interpersonal Skills
Please circle the number that you believe best corresponds with the student's abilities:

1. Basic Counseling Skills   NA   1   2   3   4   5
   (e.g., active listening, basic reflections)

2. Advanced Counseling Skills   NA   1   2   3   4   5
(e.g., utilizing theory-based skills and interventions)

3. Case Conceptualization   NA   1   2   3   4   5
(e.g., understands, integrates, and utilizes theory, developmental models, and client(s) concerns)

4. Group Counseling Skills   NA   1   2   3   4   5

5. Interpersonal Skills with Clients   NA   1   2   3   4   5

6. Interpersonal Skills with Colleagues   NA   1   2   3   4   5

Section II-Knowledge
Please circle the number that you believe best corresponds with the student's abilities:

7. Counseling theories   NA   1   2   3   4   5

8. Counseling Process   NA   1   2   3   4   5

9. Policies and Procedures of Site   NA   1   2   3   4   5

10. Issues specific to clients served   NA   1   2   3   4   5

11. Understanding of counselor role and
    responsibilities   NA   1   2   3   4   5
Section III-Seminar Progress

12. Is prepared for supervision sessions, having submitted tapes, case presentations in a timely manner.

                                            NA   1   2   3   4   5

13. Applies suggestions to other cases

                                            NA   1   2   3   4   5

14. Demonstrates genuine interest in clients.

                                            NA   1   2   3   4   5

15. Responds to feedback in an appropriate manner

                                            NA   1   2   3   4   5

16. Interacts and provides feedback to other interns and supervisors.

                                            NA   1   2   3   4   5

_____This student has made satisfactory progress at this point and is recommended for a grade of **Satisfactory**.

_____This student has NOT made satisfactory progress at this point and is being recommended for a grade of **Unsatisfactory**.

Other comments:

_____   _____
University Supervisor Signature   Date

I have reviewed this evaluation with my supervisor _____

Appendix H
Course Map

COURSE	PLO 1: Graduates will be able to identify as professional school counselors through language and behaviors	PLO 2: Graduates will be able to implement and advocate for comprehensive school counseling programs	PLO 3: Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology	PLO 4: Graduates will be able to consult, collaborate and establish partnerships with stakeholders	PLO 5: Graduates will be able to apply ethical, developmental, and cultural practices in school counseling
COUN 610: Introduction to School Counseling	Immersion Project; Lab Rubrics **(introduced)**	Utilizing a Comprehensive Model- Part I **(introduced)**	Immersion Project; Utilizing a Comprehensive Model- Part I **(introduced)**	Immersion Project **(introduced)**	Discussion Postings **(introduced)**
COUN 612: Lifespan Human Development	K-12 Crisis Plan Group Project **(reinforced)**		K-12 Crisis Plan Group Project **(reinforced)**	K-12 Crisis Plan Group Project **(reinforced)**	K-12 Crisis Plan Group Project **(reinforced)**
COUN 614: Practicum	Site and University Evaluations **(reinforced)**	Site and University Evaluations **(reinforced)**	Site and University Evaluations **(reinforced)**	Site and University Evaluations **(reinforced)**	Site and University Evaluations **(reinforced)**
COUN 615: Cultural and Ethical Foundations	Ethical & Legal Analysis; Class Discussion on Ethical Case **(reinforced)**		School Climate Improvement **(reinforced)**		Ethical & Legal Analysis; Class Discussion on Ethical Case **(reinforced)**
COUN 620: Career Counseling	Post-Secondary Options Workshop **(reinforced)**	Career Development Domain- Center/ Curriculum **(reinforced)**	Website Toolbox **(reinforced)**		Post-Secondary Options Workshop **(reinforced)**
SPSY 622: Behavioral Assessment and Intervention	Behavior Change Project **(Introduced)**		Behavior Change Project **(reinforced)**		
COUN 732: Group Counseling			Poster Project **(reinforced)**	Poster Project **(reinforced)**	Discussion Posting **(reinforced)**
COUN 753: Counseling Theory and Skills	Tape Sessions; Theory immersion Project **(reinforced)**				Theory immersion project; Taped Sessions **(reinforced)**
COUN 770: Comprehensive School Counseling Programming	Leadership Project **(reinforced)**	K-12 School Counseling Program **(reinforced)**	Best Practices in Classroom Guidance **(reinforced)**	Field-Based Research Project **(reinforced)**	Discussion Postings **(reinforced)**
COUN 771/772/773- Internship	Site and University Evaluations **(enhanced)**	Site and University Evaluations **(enhanced)**	Site and University Evaluations **(enhanced)**	Site and University Evaluations **(enhanced)**	Site and University Evaluations **(enhanced)**

Appendix I
Counseling Program Employment Survey

1. What is your name?

2. What semester and year did you graduate from the counseling program?

3. What is the best email address(es) with which to reach you?

4. What is the best phone number(s) with which to reach you?

5. What mailing address should we use?

6. Did you obtain a school counseling position?
   - o Yes
   - o No

7. If yes, you did obtain a school counseling position, what is your school's name, address, and phone number?

8. If yes, you did obtain a school counseling position, what is your official title and grade level?

9. If no, you did not obtain a school counseling position, are you actively still looking for a school counseling position?
   - o Yes
   - o No

10. If you decided against school counseling, please tell us your reasoning.

11. Is there anything else you would like us to know?

Appendix J
Mid semester student evaluations

Instructor Name:
Course Title/Number:
Semester/Year:

1	2	3	4	5
Student work is poor or absent. Participation is inadequate.	Student academic work/participation is minimally adequate.	Student is meeting the expectations academically and participation.	Student goes beyond course expectations.	Student displays exceptional academic and professional standards.

Student Name	1-5 evaluation	Comments

Appendix K
UWRF Counseling Program
Comprehensive Evaluation Tool: Rating Scale
This form is to be completed by students in COUN 610, and available to students in every course. Faculty evaluation of students occurs during the Practicum experience, or as needed.

Student: _____ **Date:** _____

____ **Practicum**　　　　　　____ **Based on Mid-Semester Evaluation/Faculty Concern**

Improvement needed- Concern warrants plan for remediation	Focus for growth- Does not merit plan for remediation	Developmentally appropriate	Advanced for developmental stage	Unable to assess- Not enough information
1	2	3	4	NEI

PROFESSIONAL DEMEANOR

1. Treats others (e.g., colleagues, clients, staff, faculty) respectfully.　　1　2　3　4　NEI
2. Is prepared, reliable, and shows an appropriate work ethic.　　1　2　3　4　NEI
3. Completes assigned responsibilities.　　1　2　3　4　NEI
4. Responsive to supervision and feedback.　　1　2　3　4　NEI
5. Maintains poise under stress.　　1　2　3　4　NEI
6. Exhibits ethical behavior and decision-making.　　1　2　3　4　NEI
7. Engages in self-assessment and reflection.　　1　2　3　4　NEI
8. Openness to culturally competent learning.　　1　2　3　4　NEI

PROFESSIONAL SKILLS

1. Understand the roles and functions of a counselor.　　1　2　3　4　NEI
2. Applies best practices to school counseling work.　　1　2　3　4　NEI
3. Demonstrates cultural competence.　　1　2　3　4　NEI
4. Self-discloses appropriately.　　1　2　3　4　NEI
5. Displays appropriate level of empathy.　　1　2　3　4　NEI
6. Responds to and applies clinical feedback.　　1　2　3　4　NEI
7. Works collaboratively with colleagues.　　1　2　3　4　NEI

8. Utilizes ethical, developmental, & cultural case conceptualization.   1 2 3 4 NEI
9. Effectively implements a variety of therapeutic interventions.   1 2 3 4 NEI
10. Displays effective communication with others.   1 2 3 4 NEI

KNOWLEDGE AND ACADEMIC SKILLS

1. Knowledge of course content.   1 2 3 4 NEI
2. Contributes in class.   1 2 3 4 NEI
3. Writing ability.   1 2 3 4 NEI
4. Research skills, including scholarly literature searches.   1 2 3 4 NEI
5. Critical thinking ability.   1 2 3 4 NEI
6. Ability to analyze/synthesize material.   1 2 3 4 NEI

COMMENTS:

Printed names and <u>signatures</u> of faculty evaluating the student:

_____ Date: _____
_____ Date: _____
_____ Date: _____
(Adapted from Texas A&M University, Counseling Psychology Program)

Signature of student, stating that you have reviewed this form with your adviser:

_____**Date:** _____
(Adapted from Texas A&M University, Counseling Psychology Program)

Appendix L
School Counseling Comprehensive Examination Instructions

Please read these instructions carefully.
- The exam will be available for 24 hours starting 12:00am on April 30. Once you begin the exam, you will have 3 hours to complete it.
- You need to complete 2 of the 4 questions. You choose which 2 questions you wish to answer.

The following is permitted during Counseling course and comprehensive examinations:
- When indicated, any type of resource (e.g., hard copies, jump drives, internet, Googledocs with peers) may be used, with the acknowledgement of the academic honesty policy.
- No copy of the exam or exam response may be kept by the student. Once the examination materials are approved by faculty.
- Once faculty have validated that answers have been downloaded then Students will be contacted by email to delete any writing related to the comprehensive examination.
- Additional accommodations will be made based on documentation from Ability Services.

Content:
Your response must address all parts of the question; specific course concepts from all core classes must be thoroughly and thoughtfully integrated and applied to the questions. Citation of material is required, following APA formatting guides as you have done in classes. You will not need to include a reference list.

Upon completion of the exam:
Be sure that your work is uploaded to Canvas> Counseling Program-Comprehensive Exam>Assignments section.
Once you submit your work you will not be able to edit or modify it. Be sure you are ready to submit the final version of your work.
No sharing of exam questions or your response is permitted. All files in this regard must be deleted on May 1, once you receive confirmation from faculty that your response has been successfully uploaded to Canvas.

Issues to consider:
As always, we expect you to uphold academic honesty principles.
You may not share your notes or materials with other exam takers.
You must submit work that is your own.
You may not save exam questions or your responses in any form, beyond May 1.
Making poor choices in this regard may lead to failure of the exam and/or termination from the program.

COMPREHENSIVE EXAM RUBRIC (2013)
Each question on the comprehensive exam will be evaluated using the rubric below.
You must pass both questions to pass the comprehensive exam.
If you fail both questions on the exam you will have to wait until the following semester to retake the entire exam.
Should you fail on one question you will be asked to retake the exam (you choose one question from two) during the current semester.
If you fail the retake you will have to wait until the following semester to retake the entire exam.

FAIL/RETAKE	PASS
-Incomplete response -Minimal or vague integration of content from core courses -Minimal evidence of developmentally appropriate mastery of core courses -Writing is disjointed and sloppy -Many grammatical errors -No to Few citations to support ideas -APA formatting is not applied or contains numerous errors	-Complete response -All parts of the question answered -Meaningful integration and application of multiple core courses -Developmentally appropriate mastery of core course content is evident -Writing is fluid and articulate -Citations are used throughout to support ideas -APA formatting is applied, with few errors

Appendix M
CACREP Vital Statistics Survey
Outcomes Report Posted to https://www.uwrf.edu/CSP/Counseling/

- The *2020 CACREP Outcomes Report* for our school counseling program shows that 17 students graduated from the program during the 2019-2020 academic year, and, of the students who choose to take the exam, 100% passed the Praxis Exam. Overall, 98.5% of students complete the program within the expected time period. Data from 2019-2020 reveals that of our graduates seeking school counseling employment, 100% obtained positions as school counselors. Over the last 5 years, 93.2% of our graduates have obtained school counseling positions when seeking such positions.

Appendix N
2019 CACREP Mid-Cycle Report
SCHOOL COUNSELING PROGRAM

Prepared August 2019 using Microsoft Word, Excel, and Adobe Acrobat

<u>CACREP Liaison:</u>
Caroline A. Baker, Ph.D
University of Wisconsin River Falls
224 Wyman Education Building
410 S. Third Street, River Falls, WI 54022
715-425-3237
<u>caroline.baker@uwrf.edu</u>

The following mid-cycle report provides narrative regarding each standard, and links to supporting documentation if available.
I. CHANGES IN PROGRAM OPERATIONS

Briefly describe any changes in organizational structure, support services, budget and funding sources, and student enrollment figures since your last on-site visit. Include a brief discussion of the impact of those changes. (Standards: I.C, E, H, K, L, O, T and V and CES I. D-F)
Please describe developments in how the program uses technology for instructional purposes, noting any changes in course delivery methods or options.

      I.C- No Changes Since Last Full Review

      I.E- The only significant change regarding this standard is that the University now uses Canvas instead of D2L to support classroom instruction. This shift occurred during the 2018-2019 academic year. Canvas utilizes many of the same types of features to support learning- online discussion forums, space to submit assignments, and links to syllabi and other course materials.

      I.H- No Changes Since Last Full Review aside from changing online learning platforms from D2L to Canvas.

      I.K- No Changes Since Last Full Review

      I.L- No Changes Since Last Full Review

      I.O- No Changes Since Last Full Review

      I.T- Since the last full review, the University suspended funding graduate assistants/student workers, and we moved this expense to our Department budget. Currently, we pay for graduate assistants out of the Program Revenue funds generated by the School Psychology program housed within the department.

      I.V- No Changes Since Last Full Review

      CES.I D-F: These standards do not apply to our program.
II. FACULTY

Faculty Make-Up:
- *Please note any changes in the total number of core faculty since the last site visit (Std. I.W.1)*

No Changes Since Last Full Review
- *Indicate which core faculty members are new since the last full review and provide their current CVs.*

    Helena Stevens, Ph.D. (formerly Rindone) is no longer at UWRF. Michaela Sacra, Ph.D. was hired in 2018 as Assistant Professor. She has a Ph.D. in Counselor Education with work experience as a school counselor. Her CV is included (Appendix A).
- *Please list the program's current core faculty, documenting each faculty member's:*
    -Terminal degree and major (Std. I.W.2)
    -Current professional memberships (Std. I.W.4)
    -Current licenses/certifications (Std. I.W.4)
    -Engagement in the counseling profession over the last 3 years. (Std. I.W.5)

CAROLINE BAKER, Ph.D. Counselor Education	
Std. I.W.4	Professional Engagement Last 3 Years
Memberships: ASCA, ACA, ACES Licenses: LSC-WI, LSC-TN, NCC	PUBLICATIONS/PRESENTATIONS: Baker, C., & Cato-West, S. (in process). The Foundation Component. In Studer, J. (Ed.), A guide to practicum and internship for school counselors-in-training, (3rd ed.). New York, NY: Routledge (Taylor and Francis) Publishing Company. Baker, C. (2018). Addressing attendance concerns in third culture students: A response. In Wood, C., Agahe, T., & Tyson, L. (Eds.), Critical Incidents in School Counseling, (3rd. ed.). Columbus, OH: American Counseling Association. Baker, C. (2017). Chapter 6: Foundation, Management, and Accountability Systems of Your CSCP. In Dollarhide, C. & Saginak, K. (Eds.), Comprehensive school counseling programs, (3rd ed.). Columbus, OH: Pearson Higher Education. Kofiro, A., Baker, C., & Garaad, S. (Summer, 2018). What Happens at the Intersection of School Counseling, Trauma, and Immigrant Student Needs? International African Mental Health Summit, Saint Paul, MN. Llewellyn, B., & Baker, C. (Spring, 2018). ASCA Ethical Considerations for Work with LGBTQ Students. Wisconsin School Counselor Association Annual Conference, Madison, WI. Kofiro, A., & Baker, C. (Spring, 2018). What Happens at the Intersection of School Counseling, Trauma, and Immigrant Student Needs? Minnesota School Counselor Association Annual Conference, Brainerd, MN. Kofiro, A., Llewellyn, B., Roberson, A., Trumper, M., & Baker, C. (Spring 2018). Let's Talk About Values and Ethics in School Counseling. Minnesota School Counselor Association Annual Conference, Brainerd, MN. Sitron, A., Johnson, N., Gulenchyn, D., & Baker, C. (Spring, 2017). Speed Ethics: A Quick Review of the New ASCA Ethical Standards. Minnesota School Counselor Association Annual Conference, Brainerd, MN.

	Johnson, N., Poole-Stout, J., Cadwell, A., & Baker, C. (Spring, 2017). Keeping Your Standards Fresh: What's New with the 2016 ASCA Ethical Standards for School Counselors. Wisconsin School Counselor Association Annual Conference, Madison, WI. SERVICE: University of Wisconsin-River Falls 2016-2022 Faculty and Academic Staff Development Board (FASDB) and Faculty Research Sub-Committee 2016-2019 Diversity and Inclusivity Committee College of Education and Professional Studies, University of Wisconsin-River Falls 2018 Teacher Education Department Search Committee for Montessori Faculty 2017 Chair, Hiring Committee for Assistant Professor in Counseling Program 2016-2017 Committee member, Hiring Committee for CEPS Dean 2015-2018 Chair, Research, Scholarly, and Creative Activity Committee Counseling and School Psychology, University of Wisconsin-River Falls 2019-Present Department Chair 2017-Present Program Director 2013-Present Practicum Coordinator 2012-Present Program Liaison for CACREP Accreditation process
MARK GILLEN, Ph.D. Counselor Education	
Memberships: ASCA, ACA, ACES, WSCA, MSCA Licenses: LSC-WI, LPC-WI; Supervisor-LPC/LPPC- MN	PUBLICATIONS/PRESENTATIONS: Gillen, M. C., Roberson, A. (Presenter), Mayes, B. (Presenter), Lozano, S. (Presenter), Mitchell, A. (Presenter), Minnesota School Counselor Association Conference, "Boosting Group Skills," St Paul, MN. (April 2019). Gillen, Mark C, Walberg, Tracy (Presenter), Minnesota School Counselor Association Conference, "Forget about the Miracle Question-How to Think Like a Solution Focused Counselor.," St Paul, MN. (April 2019). Gillen, Mark C, South Washington CO school counselor's professional development, "Elevator Speeches and Working with Administration," Woodbury, MN. (March 2019). Gillen, Mark C, Wait, Brandon (Presenter), Minnesota Association of Alternative Programs Conference, "Consider the Exception: We All Do Better When We All Do Better," Duluth, MN. (February 2019). Gillen, Mark C, Wisconsin School Counselor Association conference, "Forget about the Miracle Question-How to Think Like a Solution Focused Counselor.," Madison, WI. (February 2019). Gillen, Mark C, MN AmeriCorp meeting, "What to do with your skills," AmeriCorp, St Paul, MN. (December 2018). Gillen, Mark C, Garaad, Said (Presenter), Minneapolis Public School Counselors, "Working with ELL students," Minneapolis, MN. (November 2018). Gillen, Mark C, NE MSCA, "Peer to Peer supervision practices," on-line. (November 2018).

Gillen, Mark C, St Paul Public Schools Professional Development, "Group booster," SPPS, St Paul, MN. (October 2018).

Gillen, Mark C, Wait, Brandon, Minnesota School Counselor Association Conference, "Adding to your skills: Be Curious, Not Judgmental," Minnesota School Counselor Association, Brainerd, MN. (April 2018).

Gillen, Mark C, Minnesota School Counselor Association Conference, "Peer to peer supervision practices," Minnesota School Counselor Association, Brainerd, MN. (April 2018).

Gillen, Mark C, Western Kentucky Counseling Association Conference, "Forget about the Miracle Question: How to think like a Solution Focused Counselor," Western Kentucky Counseling Association, Cadiz, KY. (March 2018).

Gillen, Mark C, Wait, Brandon, Minnesota Association of Alternative Programs Conference, "Be Curious, Not Judgmental," Minnesota Association of Alternative Programs, Mankato, MN. (February 2018).

Gillen, Mark C, Wisconsin School Counselor Association Conference, "Forget about the Miracle Question-How to Think Like a Solution Focused Counselor.," Wisconsin School Counselor Association, Madison, WI. (February 2018).

Gillen, Mark C, Flier, Sarah (Presenter), Wisconsin School Counselor Association conference, "The ASCA model in 30 minutes.," Wisconsin School Counselor Association, Madison, WI. (February 2018).

Gillen, Mark C, Minnesota School Counselor Association Conference, "Solution Focused Counseling," Brainerd, MN. (May 2017).

Gillen, Mark C, Montgomery-Ries, Juli (Presenter), Minnesota School Counselor Association Conference, "Theory and practice: Say yes to a school counseling intern.," Brainerd, MN. (May 2017).

Gillen, Mark C, Association of Experiential Education, "Adventure therapy and solution focused therapy.," Heartland Region, Wisconsin Dells, WI. (April 2017).

Gillen, Mark C, American Counseling Association, "Program evaluation as a practical application tool for teaching research.," San Francisco, CA. (March 2017).

Gillen, Mark C, St Paul Public Schools School Counselor Professional Development, "Solution focused counseling refresher.," St Paul, MN. (March 2017).

Gillen, Mark C, Wait, Brandon, Minnesota Association of Alternative Placements Conf, "Are you working harder than your students? If so, why?," Mankato, MN. (February 2017).

Gillen, Mark C, Campbell, Gary (Presenter), Rose, Emily (Presenter), Morrison, Olin (Presenter), Wisconsin School Counselor Association, "Collaboration: An effective tool for school counselors.," Madison, WI. (February 2017).

Gillen, Mark C, Ferkinhoff, Jason (Presenter), Kelly, Erin (Presenter), Wisconsin School Counselor Association, "Solution-focused theory at work in schools.," Madison, WI. (February 2017).

Book Chapter (Published), Gillen, M. C. (2017). Adventure therapy. *S. Degges-White & N. L. Davis (Eds.), Integrating the expressive arts into counseling practice (pp. 287-290). New York, NY: Springer.*

Book Chapter (Published), Gillen, M. C. (2017). Solution-focused therapy. *Integrating the expressive arts into counseling practice.*

SERVICE:
Department Chair (2010-2019)
Counseling Program Director (2009-2017; Interim Director spring 2019).
Committee Chair, Counseling and School Psychology Department library liaison. (2017 - Present).
Committee Member, search and screen committee. (August 2017 - December 2017).
College Service
CEPS Field Experience Committee. (2017 - Present).
Committee Member, Education Preparation Program Council. (2011 - Present).
Committee Member, CEPS Executive Committee. (2010 - July 2019).
Committee Member, College Promotion Committee. (2014 - 2018).
Committee Member, Dean's Leadership Team. (July 2016 - June 2017).
Served on Dean's Leadership Team as part of my position as Interim Associate Dean.

University Service
Committee Member, Academic Planning Sub-Committee. (May 2019 - Present).
Committee Member, Chapter 17/18 Board. (August 2018 - Present).
Committee Member, Graduate Studies Curriculum Committee. (2018 - Present).
Committee Member, Summit on International Education and Engagement. (August 2018 - December 2019).
Committee Member, Graduate Council Representative. (2006 - 2019).
Committee Member, Wurtz/Dykstra Award Committee. (July 2016 - July 2019).
Committee Member, Faculty Senate Termination Committee. (July 2016 - 2018).
Termination Committee-Faculty Senate Committee. (2015 - 2018).
Committee Member, Provost search and screen committee. (November 2017 - April 2018).
Committee Member, Faculty Senate Academic Standards Cmte. (July 2016 - June 2017).

Professional Service
International Editorial Review Board Member, Counselor Education and Supervision Journal. (July 1, 2018 - Present).
Serve on journal board reviewing at least one manuscript submission per month.
National CACREP team/site visitor. (2013 - Present).
National Editorial Review Board Member, Journal of Counseling and Development. (2013 - Present).
State Committee Member, RTI State Leadership Committee. (2013 - Present).
State Committee Member, University and Colleges workgroup-Department of Public Instruction. (2005 - Present). meet twice a year: November and February.
Editorial mentor, Counselor Education and Supervision Journal-Mentor Program. (May 2019 - Present).

Public Service
Board Member, stakeholder group-Daytons Bluff Elementary, St Paul, MN. (August 2018 - Present).
Stakeholder Group Paladin Academy. (September 2016 - Present).

MICHAELA SACRA, Ph.D. Counselor Education

Memberships: ASCA, ACA, ACES, MSCA Licenses: LSC-MT, LSC-IL, LSC-NH	PUBLICATIONS/PRESENTATIONS:
	Sacra, M. M., & Nichols, L. M. (2018). Globalization and internationalization: The implications on the mental health field in Bhutan. *International Journal for the Advancement of Counselling*, 1-12.
	Nichols, L. M., Goforth, A. N., & Sacra, M. M**.** (2017). Mental health support in rural and Native American communities: Considerations for school counselors collaborating with school psychologists. *The Rural Educator,* 37(3).
	Murray, K. W., Kleist, D., & Sacra, M. (2019). *Tools of mentorship: Dissertation advice passed down through the generations.* Will be presented at the Association for Counselor Education and Supervision national conference, Seattle, Washington.
	Sacra, M. M. (2018). *Counseling in Bhutan: Ethically internationalizing counseling research and practice.* Presented at the North Central Association for Counselor Education and Supervision regional conference, Cleveland, Ohio.
	Parries, M., & Sacra, M. (2018). *Developing broaching skills in the classroom and supervision.* Presented at the North Central Association for Counselor Education and Supervision regional conference, Cleveland, Ohio.
	Tovar-Murray, D., Sacra, M, & Nehrke, P. (2018). *A changing world: The costs of racism to White college students.* Presented at the Illinois Counseling Association Conference, Chicago, Illinois.
	Sacra, M. M. (2017). *Internationalization of the counseling profession in a globalizing world.* Presented at the American Counseling Association national conference, San Francisco, California.
	SERVICE:
	Serve as UWRF counseling program student group faculty advisor from Spring 2019 to present.
	Serve on UWRF counseling and school psychology department scholarship committee from Fall 2018 to present.
	Participate in student advising and currently advising fourteen school counseling students, Spring 2019.

- *Please provide a table of the program's current non-core faculty members including degree and major, professional memberships, licenses/certifications, and nature of involvement in the program. (e.g., clinical faculty, adjunct, etc.) (Std. I.Y)*

NON-Core Faculty Name	Degree and Major	Professional Memberships	Licenses/ Certifications	Nature of Involvement
Richard Moldenhauer	M.S.E. in Community Counseling	none	LADC, ICADC, LPCC	Adjunct instructor for 1-credit electives
Kim Hoff	M.S.E. in School Counseling	MSCA, ASCA	LSC-MN; English 7-12	Adjunct instructor for 1-credit electives

Amanda Kauth	M.S.E. in Education - School Counseling	ASCA, WSCA	LSC- WI, WI	Adjunct instructor for 1-credit electives
Juli Montgomery-Reiss	M.A. Educational Psychology (UMN Twin Cities)	ASCA, WSCA	WI P001 - Pupil Services (7054 - School Counselor) and MN K-12 School Counselor	Adjunct instructor for 1-credit electives
Scott Woitaszewski	Ph.D. School Psychology	NASP, WSPA	Wisconsin Licensed School Psychologist; License Type: Pupil Services Professional Educator 5 Year (School Psychologist 7062). NCSP, #46882	School Psychology Faculty member, teaches 2 required courses for counseling students
Anne Zaslofsky	Ph.D. School Psychology	NASP, WSPA	NCSP, LSP	School Psychology Faculty member, teaches 1 required elective for counseling students
Satomi Shinde	Educational Psychology, Ph.D. Special Education program	AERA CEC AAIDD	Certified to teach (Special ed, elementary ed, secondary ed [English] in Japan)	Teacher Education Faculty member, teaches 1 required elective for counseling students

- *Please discuss the net impact of all faculty changes on assignments, faculty loads, etc.*

Hiring a new core faculty member required a curriculum retreat in summer 2018, during which we reviewed the program course by course. Additionally, we review curriculum decisions in our program meetings as necessary. In 2017, we established a standard syllabus template (Appendix B), which we used with our new core faculty member as

well as adjunct instructors. This promotes consistency for our students. Faculty load is maintained at University requirements: 12 credits per semester per faculty member.

Faculty Ratios:
- *For each term in the most recent 12-month period, please document the number of credit hours delivered by noncore faculty and the number delivered by core faculty. (Std. I.M)*

For the past academic year (AY 2018-19), the following credit hours were delivered in the program:

SEMESTER	TOTAL HOURS DELIVERED	CORE FACULTY	NON-CORE FACULTY
Fall 2018	37	28	9
J-Term 2019	2	0	2
Spring 2019	31	25	6
Summer 2019	13	3	10
YEAR'S TOTAL	**83**	**56**	**27**

CORE FACULTY COURSES	NON-CORE FACULTY COURSES
COUN 610 (3 credits)- Fall and Spring	SPSY 620 (3 credits, required elective for non-teachers)- Fall
COUN 612 (3 credits)- Spring and Summer	SPSY 795 (3 credits)- Summer and Fall
COUN 614 (3 credits)- Fall and Spring	SPSY 622 (3 credits)- Spring
COUN 615 (3 credits)- Spring	SPED 530 (3 credits, required elective for non-teachers)- Fall, Spring, Summer
COUN 620 (3 credits)- Fall	1-credit electives to reach 48 total program credits- J-Term and Summer
COUN 732 (3 credits)- Fall and Spring	
COUN 753 (3 credits)- Fall	
COUN 770 (3 credits)- Fall	
COUN 771 (3 credits)- Fall and Spring	
COUN 772 (3 credits)- Fall and Spring	
COUN 773 (3 credits)- Fall and Spring	
COUN 798 (1 credit)- Fall and Spring	

- *For each term in the most recent 12-month period, please document the program's FTE student to FTE faculty ratio, <u>including and explaining</u> the calculations. If the program is delivered at multiple campus sites or via multiple delivery methods, please document FE ratios for each site/method and for the aggregate of all sites/methods. (Std. I.N)*

Semester/ Year	3 credit students (FTE	6 credit students (FTE	9 or more credits students	FTE faculty (full time faculty	FTE Students VS FTE faculty

	student=# students x .3)	student=# students x .6)	(FTE students= #students)	plus .3 for instructors teaching 1 class)	
SP 18-19	5 (5 x .3=1.5)	33 (33 x .66=21.7)	21	3 FTE; 2 @ .33=.66= 3.66	44.2: 3.66=12
FA 18-19	12 (12 x .3= 3.6)	23 (23 x .66= 15.2)	21	3 FTE; 3 @.3 =4	39.8:4 = 9.95

The formula we use to calculate FTE student to FTE faculty ratios is included in the chart. First, we compile a spreadsheet of students with the classes in which they are currently enrolled. Next, we add up how many students are taking a full load (9 credits), or part-time load (6 or 3 credits), and we multiply that number by a percentage. 9 credits= 100%. We do the same calculations for faculty. Core faculty teaching 3 classes = 100%. All classes happen on the main River Falls campus or at the Hudson location, working under the main campus administration.

III. CURRICULUM

For each accredited specialty area, please:
- **Note any required courses that have been added, dropped, or revised significantly, and explain the rationale for those changes. Include current syllabi for new or significantly revised courses.**

   TED 760 was previously the program requirement for the research component of the program. In collaboration with the School Psychology program we have implemented a two-course component for supporting research training. SPSY 795 is a three-credit course that provides the basis for research and program evaluation. COUN 798 is a one-credit small group independent research class that focuses on program evaluation and is connected to practicum experiences.

- **Explain and document where curricular standards are now met if they were formerly covered in a course that has been dropped.**

   TED 760 was previously the program requirement for the research component of the program. In collaboration with the School Psychology program we have implemented a two-course component for supporting research training. SPSY 795 is a three-credit course that provides the basis for research and program evaluation. COUN 798 is a one-credit small group independent research class that focuses on program evaluation and is connected to practicum experiences.

IV. CLINICAL INSTRUCTION- PRACTICUM AND INTERNSHIP

Please document the program's supervision ratios for practicum and internship. (Stds. I.Q and I.R)

PRACTICUM

Semester/year	Number of students	Faculty	Students VS Faculty
Spring 2019	10	2	5:1
Fall 2018	9	2	4.5:1

Spring 2018	10	2	5:1
Fall 2017	12	2	6:1
Spring 2017	11	2	5.5:1
Fall 2016	14	2	7:1
Spring 2016	12	2	6:1
Fall 2015	10	2	5:1
Spring 2015	10	2	5:1
Fall 2014	8	1	8:1
Spring 2014	9	2	4.5:1

INTERNSHIP

Semester/year	Number of students	Faculty	Students VS Faculty
Spring 2019	19	2	9.5: 1
Fall 2018	9	1	9:1
Spring 2018	20	2	10:1
Fall 2017	7	1	7:1
Spring 2017	19	2	9.5: 1
Fall 2016	11	2	5.5:1
Spring 2016	20	2	10:1
Fall 2015	7	1	7:1
Spring 2015	8	2	4:1
Fall 2014	8	1	8:1
Spring 2014	15	2	8:1
Fall 2013	12	2	6:1
Spring 2013	17	2	8.5:1
Fall 2012	11	2	5.5:1
Spring 2012	16	2	8:1

For the following elements of clinical instruction, please note any changes since your last on-site visit:

- Clock hour requirements **NO CHANGES SINCE LAST FULL REVIEW**
- Supervisor qualifications and requirements **NO CHANGES SINCE LAST FULL REVIEW**
- Practicum and internship site placements generally **NO CHANGES SINCE LAST FULL REVIEW**

If changes have occurred, please provide evidence of continued compliance with applicable CACREP Standards *(Stds. III. A-G; CES Standards III. A-C)*

V. PROGRAM ASSESSMENT AND EVALUATIONS

Please provide the most recent official report that documents outcomes of your program's systematic program evaluation. Please also document distribution of the report to the program's constituent groups. (Stds. I.AA.6, CES I.L)

The Counseling Program completed the UWRF Program Prioritization process during the 2017-2018 academic year. This required the program to submit an Assessment Plan and Assessment Report to the UWRF Faculty Senate's Assessment Committee every three years. These documents are scored and stored on a public access UWRF webpage by program name:

https://www.uwrf.edu/Administration/Provost/ProgramReviewAndAssessment/Assessment/Academic-Assessment-Plans-and-Reports.cfm

Each fall semester, we compile and post our CACREP Vital Statistics Survey outcomes report on our program website: https://www.uwrf.edu/CSP/Counseling/. Further, we create and post an annual Accomplishments Magazine that includes program data on our website: https://www.uwrf.edu/CSP/Counseling/upload/ACCOMPLISHMENTS-FINAL-condensed.pdf. We send links to the website out to alumni, current students, friends of the program, and potential students.

Please outline the next scheduled program evaluation activities, indicating when they will take place, the process involved, and how results are used for program development. (Stds. I.P, AA. 1-5, CES I.L)

The Counseling Program completed the UWRF Program Prioritization process during the 2017-2018 academic year. This required the program to submit an Assessment Plan and Assessment Report to the UWRF Faculty Senate's Assessment Committee every three years. Our next evaluation period is scheduled for AY2020-2021. These documents are scored and stored on a public access UWRF webpage by program name:

https://www.uwrf.edu/Administration/Provost/ProgramReviewAndAssessment/Assessment/Academic-Assessment-Plans-and-Reports.cfm

Each fall semester, we compile and post our CACREP Vital Statistics Survey outcomes report on our program website: https://www.uwrf.edu/CSP/Counseling/. Further, we create and post an annual Accomplishments Magazine that includes program data on our website: https://www.uwrf.edu/CSP/Counseling/upload/ACCOMPLISHMENTS-FINAL-condensed.pdf. We send links to the website out to alumni, current students, friends of the program, and potential students.

VI. PROGRAM IMPROVEMENT AND INNOVATION

CACREP encourages creativity within the standards on the part of program faculty. Please share any innovations either recently implemented or under consideration by your program(s) that are designed with program development and improvement in mind.

As part of our ongoing accreditation and self-study process, the Counseling Program intends to conduct a brief Strengths-Weakness-Opportunities-Threats (SWOT) analysis and present key themes to our stakeholder group. The goal of this activity is to identify accreditation needs and possibilities moving forward. We anticipate discussion on how to effectively implement a 60-credit hour program while maintaining a diverse student population.

<div align="center">END OF ASSESSMENT REPORT</div>

ASSESSMENT REPORT REVIEW RUBRIC

Summary - Academic Program Assessment Report Review

Program Name: Counseling MSE

Committeee Review Date: December 2021

Assessment Report Review

Section	Item	Exemplary	Well-Developed	Developed	Developing	Underdeveloped	Not in report
Assessment Activities in Report Cycle [Assessment Plan Elements: Section 1, 2 & 3]	a. External accreditation	x					
	b. Dates	x					
	c. Learning outcomes	x					
	d. Modes, locations & duration		x				
	e. Internal stakeholders		x				
	f. External stakeholders		x				
	g. Out of classroom learning	x					
	h. Changes in outcomes, assessment & curriculum		x				
	i. Learning outcomes changes & UWRF goals		x				
	j. Action plans from prior report	x					
Assessment Activity Results [Assessment Plan Elements: Section 2]	a. Direct assessment results	x					
	b. Direct assessment by modes, delivery, and duration		x				
	c. Out of classroom		x				
	d. Indirect assessment results		x				
	e. Alumni results		x				
	f. Indirect professional results		x				
Action Plans [Assessment Plan Elements: 1, 2, 3, & 4]	a. Where/how performance met expectations			x			
	b. Actions to maintain/improve performance			x			
	c. Actions for modes, location, and duration			x			
	d. Actions for out of classroom		x				
	e. Actions for indirect assessment		x				
	f. Actions for alumni		x				
	g. Actions for professional		x				
	h. Actions for assessment process		x				
	i. Action plan summary table	x					

Comments

- The program submitted an excellent report that demonstrated a committement to assessment and was easy to follow

- The program assessment efforts are exdeeding expectations and ratings above represent places where the committee felt the report could have explained these efforts in more depth

Appendix D: Program minutes indicating when and how assessment changes (e.g. new and revised courses, program revisions, etc.) were made since the last program review

Please see find a representative sample of meeting minutes from the past 6 years, indicating our ongoing use of data for program decision making.

10-29-2015
Counseling program   10/29/15   noon-1 web 235 Minutes

1.   Minutes will be reviewed (minutes posted to t drive) and minute taker assigned
2.   Updates/ Timeline: Reviewed and accepted
* Practicum guidelines to be reviewed later

✓ updates
- o Graduate Assistant reminder :copy work to jerry/mark/kate
  - ▪ Next week Mon/Tues- focused on CACREP items, potential outlets for her to do other stuff
  - ▪ Kate updated board
- o GA hire for spring (TED update)
  - ▪ LH applied, one other applied, Mark will look at it, deadline is approaching 12th Nov, Mark sends information
- o WSCa prof recog-? Due 12/1-SP?
  - ▪ MG called DV at Prescott, will talk to him about SP. App process has changed- all electronic- no place for letters of support was noticed- MG will make calls and figure it out
- o Student issues:
  - ▪ AC and CO- AC understands that Spring isn't an option, CB talked to her about it,
  - ▪ Prac discussion about deadlines and last minute decisions, we will talk about it again next week
  - ▪ LH interested in GA position- wants to know the balance of internship and working hours,
- o Admission process thoughts-will be meeting with admissions going forward
  - ▪ We will come back to this
- o Advertising update (tina)
  - ▪ Has the department of film and studies, will do taping on the 17th, talked about it to 753 students, will interview students with ½ questions, present a video cycling through the answers, line of students talking about the program

✓ Today's work
- o 12/13th student
  - ▪ talked about it and made a decision on 2
- o Mid semester evals for practicum students
  - ▪ Updating information on students who are getting evals, we talked about it, will be split up according to advisor and advisee
- o Practicum plan ideas-CB
  - ▪ See above
- o CACREP update
  - ▪ All set, CB will email to Katerina and Kate, CB has a folder with all the information she will need, CB has updated numbers, CB will meet with KY to make sure printers, phones, hotel are all set up, will drop off welcome bags= CB is wrapping up all progress
✓ If time- we will revisit these items next week 11/5
  - ▪ Curriculum/supervision planning outline/discussion

- ▪ Strategic planning program
- ▪ Spring planning
- ▪ GA ideas from last year

Next meeting: **October 29 noon-1: Next meeting Topics:** accomplishment magazine ideas; GA Program/year suggestions;: SLO's;

o **Parking lot:** invite to dan mcginty; Program coordinator job description
   - next week 11/5 at 11am

GA / Program Year in Review & Suggestions

- Invite GA's to first 10 minutes of weekly Program meetings to discuss project progress, new work, upcoming deadlines and ideas.
- Move graduated files to basement as they become available
- Require each new student to attend at least 1 program function (orientation, open house, ect…)
- Ask for volunteers to write articles for the accomplishment magazines
- One of the 610 discussion questions could be to write a testimonial – faculty could decide which ones to use
- Put Accomplishments Magazine in a different location so it is more easily seen.
- Also, put previous FAM's and SAM's onto website

2015-2016 priorities draft

Distinctive Academic Excellence	Global Education	Innovation/Partnership
CACREP: **Prep for site visit** **Program Prioritization** **Update materials** Post secondary strand-university initiative Diversity award Curriculum mapping **Weekend** classes/online coursework **Student Research** 2015-16: ACA/WCA connection	Promote Scotland 2016 TESOL discussion advertising	**Alumni updates/planning** -MSCA -WSCA -DPI Practicum/internship partnerships Stakeholder Student group Alumni **Outstanding alumni** **MPS grant work**
Recruitment and Retention issues: **Department related issues-respond** • **Strategic plan** **Handbook-program (CB)**	**Turn it in** Plan Sp/J/Summer/Fall **Review Course** **Student group (CB)** **Comprehensive exam (all)**	

11-2-2016
Counseling program   11/2/16   12-1   web 235
    1.   Minutes will be reviewed (minutes posted to t drive)

        a.   Minutes reviewed/approved

    2.   Updates/ Timeline-in process

GA update-Jerry
Updating prospect list on T drive. Removing most recent applicants
Final touches on orientation folders
Reviewing/filing in student folders: upstairs/basement
Comparing 2009 CACREP standards to 2016 standards

Site supervisor/employee supervisor surveys highlights
Highlights to be emailed and reviewed at next meeting

Student group update-CB
Orientation volunteers- JK, NJ, NS, (VM, MT)
Graduate Assistants have also volunteered

Ideas for NSCW
Panel discussion
How do school counselors influence the school environment?
More discussion to take place

WSCA Alumni event- Brocach reserved for Wed 6:30-9:00, more TBD
Caroline to continue planning with Cliff
May seek assistance outside of student group
Mark to discuss event budget with Mike Harris
WSCA announcement email sent
Caroline presenting at WSCA
Topic: ethics
Helena presenting at WSCA
Topic: Mindfulness

WSCA/MSCA Alumni grant
Mark to follow up with Mike Harris

Recruiting student updates- online open houses TBD Nov and Dec
Dates to be decided

PP/PAR work plan
No new information. Discussion to continue

Scholarships review and to department by Nov. 22
Reminder given

Stakeholder update and ideas
Agenda to be emailed to attendees soon
RSVP request email going out soon

3.   Today's Work

Handbook updates
Mark gave feedback
Caroline to make more edits

Orientation PowerPoint, plans for orientation
Reviewed and updated
Discussion points assigned to faculty members
New students to be required to contact advisors before registering for classes

Lunch in the UC Falls Room around noon
ID cards to be issued at 1pm

Comprehensive Evaluations Practicum Stage (meet with advisees by _____)

Course issues/concerns- 798 updates
Caroline's group project approved

Student issues-

- ✓ Next meeting: **11/16/2016 12-1**
  - o **Choose Comp Exam Questions**
  - o **Permanent check list update-JL (acceptance letter/intent to join/background check)**
  - o **testimonials**
  - ✓ **Upcoming meetings:**
    - o **Portfolio storage ideas**
    - o **Priorities action updates**
    - o **Summer classes**

3-29-2017

Counseling program   3/29/17   12-1   web 235

1.   Minutes will be reviewed (minutes posted to t drive)
Minutes were reviewed and approved
Action items/assigned to:
Jerry to forward list of orientation attendees to card office
2.   Updates/ Timeline-in process

Jerry update-GA's etc
50th anniversary
Waiting on logo proof
Accomplishment magazine
NSM folders
CACREP: Caroline following up

Accomplishments sent to CB
Email from Mark received
Helena still to send email

Student group update-CB
Leadership transition in progress for new positions
Secretary
Treasurer
Committee members
Professional group representatives

MSCA (travel form)
30 interested students. No final count yet

Activity insight update: reminder given

Sexual assault training deadline is 4/15/17

Corie has completed
Jerry to complete on 3/30/17

Open house/orientation update
Jerry will not be there
Annie attending
Assisting with set up on 4/14 at 2pm
Finals week computer labs update?
New procedure. Send directly to Chelsea in Registrar's office
Should have confirmation on COUN 612 request today per Chelsea

Wrapping-up/transfer work progress update: HS
Add Mark and Caroline to Helena's courses

798 updates
Helena
Fall group finalized
Still working with spring group
Mark
IRB submitted
Presenting in 2 weeks
Caroline
Group struggling
Discussion to be held with group and site supervisor

3. Today's Work

Comprehensive evaluations for students/advisors-to be completed by advisor/input from all
Student issues- (if any): faculty reviewed

Next meeting: **4/12/2017 12-1 :** Comprehensive exam questions
<mark>Highlighted in yellow already done</mark>

program priority	Point person/small group responsible	Timeline to complete	notes
<mark>**Program prioritization-update data/CACREP**</mark>	<mark>**All (CB)**</mark>	<mark>**May 2017**</mark>	<mark>**Put on hold until summer 17**</mark>
<mark>**Diversity award**</mark>	<mark>**All (MG)**</mark>	<mark>**November 2016**</mark>	
<mark>**Update degree plan paperwork**</mark>	<mark>**All (MG)**</mark>	<mark>**Spring orientation**</mark>	
<mark>**Update syllabi-HLC**</mark>	<mark>**All**</mark>	<mark>**Feb 24**</mark>	<mark>**Divide up syllabi and due by Feb 8**</mark>

Maintenance

program priority	Point person/small group responsible	Timeline to complete	notes
<mark>**Handbook update**</mark>	<mark>**CB**</mark>	<mark>**December 2016**</mark>	
<mark>**Hiring/supervisor/employer survey**</mark>	<mark>**CB/HR**</mark>	<mark>**October 2016**</mark>	
Student group	**CB**	**Ongoing**	
Comprehensive exam	**MG/JL**	<mark>**December 2016**</mark> **and May 2017**	
MSCA/WSCA	**MG**	**February and May 2017**	**In collaboration with student group and alumni workers**
Alumni/stakeholders	**MG**	<mark>**December 2016**</mark> **and may 2017**	

MPS grant work	MG		
Student program evaluation	All	End of each semester review	
Recruitment and retention issues	All (MG)	Feb 1 and Oct 1	Plus other recruitment work

Counseling Program Meeting   3-8-2018   1:00-2:00pm   WEB 235

1.   **Previous meeting minutes reviewed**
              Minutes were reviewed and approved

2.   **Jerry updates/GA updates**
- Working with Heather Wittkopf to finalize Hudson Center room needs for summer 2017-18 and fall 2018-19
- Finalizing new student orientation
  - April 7, 2018. 10:30am -1:30pm
  - WEB 129/130 reserved/confirmed
  - Lunch in Riverside Commons
    - Need to create lunch list and notify Chartwells
    - Jerry and current student volunteers to secure tables
  - Need to notify card office

- Emails to new students/advisee assignments discussion
  - Ready to go out today

- Confirm all deadlines to Dean's office
  - Discussed and confirmed
    - Faculty load (March 15)
      - In progress

- April 25 Open House location
  - Switched rooms with TED 225 instructor, Anita Simonton
    - CP has WEB 119/120 combined 4:30pm – 6:00pm
    - WEB 122 reserved/confirmed for TED 255

3.   **Updates/ Timeline**

Finalize program meeting schedule- additional meeting April 26?
              Schedule finalized

Recruitment/Program Promotion- applicant update
              2 additional students invited to join program

Online open house schedule
              3 additional dates to be added

Student Group- reimbursements, recruitment of leaders
              Steph Kaminski to coordinate reimbursements for students
              Several students have shown interest in leadership roles
              Student group is applying for $500 towards MSCA event

GA Hiring- confirm details
              Caroline will send out email notice of open positions with response deadline of 3/30/18

Ad hoc support
No discussion

4.   **Today's work:**

Outstanding cooperating professional and student (due March 11)
Outstanding cooperating professional
Loren Woodman
Outstanding student
Nicole Johnson

Data review- Exit Survey and SLO data
Exit Survey
5/7 responses
Considering tracking repeating themes/catagories
SLO data
Practicum and internship increased

Mid-semester evaluations
Caroline reviewed. More discussion to take place

Practicum placement request- SCO

Student updates: COUN 798

Next meeting: <mark>**3-22-2018**</mark>**, 1:00-2:00pm, WEB 235- comprehensive evaluations**

Spring 2018 Timeline of Program Meetings and Data Focus

2/15/2018- Review applications; enrollment data update
3/1/2018- Data review- exit survey results, SLO data
(3/15/2018 is spring break- no meeting)
3/8/2018 - mid-term evaluations
3/22/2018- comprehensive evaluations
March 29- cancelled
April 5, 1:00-2:00 New student orientation prep
April 19, 1:00-2:00 Comp exam and open house prep
April 26- 1:00-2:00, comp exam review?
May 3, 1:00-2:00

5. Coming soon:
- Summer electives preparation
- Online/Distance Education training
- Rick Moldenhauer new training option
- Updating program documents- videos, handbooks, portfolio templates
- PI-34, MNDoE changes

2017-2018 priorities (completed in grey)

program priority	Point person/small group responsible	Timeline to complete	notes

Program prioritization / CACREP Vital Stats Survey	**CB**	**Sept. 15, 2017**	
Diversity award	**All (MG)**	**November 2017**	
Curriculum update-HLC, continue refining courses	**All**	**Continuous**	**Expedited review for several courses**
Update syllabi-HLC	**All**	**Fall 2017 done, Spring 2018 to be done**	
Site visits	**CB/MG**	**Throughout the year**	
Contribute to dept. faculty handbook-HLC	**MG, all**	**Fall 2017**	
50th anniversary	**MG, all**	**AY 17-18**	
Hiring new faculty	**CB, all**	**Fall 2017**	**Mentoring Michaela Sacra during spring/summer**

Maintenance

program priority	Point person/small group responsible	Timeline to complete	notes
CACREP, data collection, 2016 standards preparation and workshop	**CB/MG**	**Ongoing through 2023**	
Handbook update	**CB**	**October 2017**	
Update website documents- portfolio template, 614/771 handbooks and evaluations and site agreements	**All**	**Spring 2018**	
Hiring/employer survey	**CB**	**October 2017**	
Supervisor survey	**CB**	**End of fall and spring semesters**	
Alumni Survey	**MG**	**Fall, every 3 years**	**Completed Fall 2017, next one is due Fall 2020**
Student group	**CB**	**Ongoing**	
Comprehensive exam	**MG/JL**	**December 2017 and May 2018**	
MSCA/WSCA	**MG**	**February and May 2018**	**In collaboration with student group and alumni workers**
Alumni/stakeholders	**MG**	**December 2017 and May 2018**	**Moved to October and February as part of 50th year celebrations**
MPS grant work	**MG**	**Ends AY 17-18**	
Student program evaluation	**All**	**End of each semester review**	
Website update	**CB**	**Each semester/as needed**	
Recruitment and retention issues	**CB**	**Feb 1 and Oct 1**	**Plus other recruitment work**

Program Ideas/ Parking Lot:
- CACREP 60 credit hours
  - SPSY 747 discussion- place in the curriculum
- BOR awards nominations- Outstanding program award 2018-2019
- Rubrics/criteria for outstanding students, cooperating professional
- Summer elective process review- recruiting ad hocs, mentoring ad hocs, syllabi and course expectations (APA, total outside work, using and adding us to D2L, etc.)
- Googledocs for program work

- Post-secondary strand
- TurnItIn

Counseling Program Meeting   3/7/2019   12:00-1:00pm   WEB 235
Attended: Michaela Sacra, Jerry Liddell, Mark Gillen, Caroline Baker
    Agenda: <mark>Action items are highlighted</mark>

1. Previous meeting minutes reviewed
   a. Minutes from previous meeting were reviewed and approved
2. Jerry updates/ GA updates
   a. Jerry updates
      i. Amanda Kauth added to summer elective course
      ii. Kim Hoff Lawroom training update completed
      iii. Course topics and credits for program's summer 789 classes corrected in eSIS
      iv. Updating active student list for students in program
      v. <mark>Increase maximum enrollment for Summer SPSY 795 to 25</mark>
      vi. <mark>Remind GA's to email faculty whenever they post to CANVAS</mark>
      vii. <mark>Caroline suggested GA's scan handbooks to be placed on T drive</mark>
   b. GA updates
      i. Updating the bulletin board
         1. Adding a "bookshelf" with a weekly text recommendation
      ii. Removing accepted/denied students from prospect spreadsheet
      iii. Reviewing GA timeline
      iv. <mark>Working on the accomplishment magazine</mark>
      v. <mark>Reviewing D2L content that was moved to CANVAS</mark>
3. General Updates
   a. Recruit/ Admissions-update
      i. 21 offered acceptance into program
         1. 11 yes, 7 no, 3 no response as of 3/7/19
         2. New deadline now 3/13/19
            a. Mark will contact non responders
         3. Letters to go out on 3/14/19
      ii. Orientation plan-students?
         1. Scheduled for 4/13/19, 9:30am – 11:30am. No lunch
            a. At card office at 11:15am
            b. Requesting 3-5 student volunteers
            c. <mark>Ask GA's to attend</mark>
            d. Discussed how should current students be involved
            e. Caroline has some swag in her office
            f. May provide water/snacks
   b. Student group
      i. Blowout
         1. Recruitment for student volunteers under way
         2. Consider differentiating name tags
         3. Working on invitation for students
         4. Mark suggested requesting RSVP on FaceBook

      ii. MSCA
         1. Brittany Llewellyn is posting information
         2. Caroline is collecting a list of students who plan to attend

                            3. UWRF event is set
                                  a. 7 pizzas ordered
                                  b. Caroline collecting pictures to show
                                  c. Need portable LCD projector

- iii. Wrap up year and new leadership
  1. Wrap up has started
  2. New leader selection has started
     a. Plan to contact COUN 610 students
- c. DPI update-new counseling standards sub-committee
  - i. Mark is on this committee and will follow up with more information
- d. GA hiring plan: Tabled until next meeting
- e. Scotland courses-next steps
  - i. Mark will follow up with Kelsey McLean in Office of International Education
  - ii. Vanessa has finished the Scotland video. Will be sending it to Mark
  - iii. Plan to reach out to COUN 612 and COUN 732 students.
  - iv. Advertising will be an ongoing project
- f. Accomplishments-GA work
  - i. Work has begun
- g. Testimonials-options-Mohamoud/Akudo
  - i. Mark will reach out to them

4. Today's work:
   - a. Data review-student numbers/SLO-next week course/student evaluations
     - i. Reviewed and discussed
       1. 59 students taking classes
          - a. 5 taking one class
          - b. 33 taking two classes
          - c. 21 taking 3 classes
       2. 28% of students are male
       3. 27% are students of color
   - b. Other items as needed: course updates , etc.
     - i. Program T drive needs attention
   - c. Student updates:

Meeting dates/activities:

3/14-data-class/orientation/blow out	5/2-Comp exam review
3/21-C & C (time change proposal:2-3?)	5/9-TBD
4/4- MSCA/Orient/Blowout/comp exam	5/16-C and C
4/11-C and C	
4/18-open house/comp	C & C-curriculum and CACREP
4/25-C and C	

Next meeting: 3/14 CP, noon-1, WEB 235

Counseling Program Meeting   **12/10/2020**   **1:00-2:00pm**   **WebEx**
    In attendance: Caroline Baker, Michaela Sacra, Mark Gillen, Angus McKechnie
    Approve Minutes from last meeting: Unanimously approved as sent

    Today's work:

5. CACREP (10 minutes)

      a.   Vital Statistics Survey review and approve. Thorough discussion of survey results. Approved the Vital Statistics survey. Updated on-line.

6. Comp Exam decisions: 100% pass rate. Caroline will send out "pass" letters soon.

General Updates/Announcements

7. Angus Updates : New GAs, Nadine Chan and Daniel Nelson hiring process is complete-Timesheets ready for a Jan 17 start date. No current GAs had work study awards so, Kay will transfer funds to cover, and next semesters pay will come from student employment budget fund.

8. Practicum/Internship Hours

9. Curriculum changes: Credit load change from 48 to 60. When to implement? Tough to say with COVID, maybe Fall 22 at the earliest.

10. Student Group: Mentorship proposal is gaining steam. Guidelines and boundaries may be hard to define-mentoring, not advising. Michaela will follow-up with the group.

11. Others as needed: Fall 21 applicants. 12 applications and 1 student enrolled in pre-program class? There have also been a number of email correspondences.

12. Student updates: COUN 798 updates, <u>other specific student check-ins</u>

Next meeting: 1/28/21 1:00-2:00PM, WebEx

Fall 2020 Tentative Timeline of Program Meetings and Data Focus

- ~~8/25~~   ~~Getting started planning for the year~~
- ~~9/3~~
- ~~9/10~~
- ~~9/17~~   ~~CACREP~~
- ~~9/24~~
- ~~10/1~~   ~~Data~~ review- enrollment, SLO, exit survey
- ~~10/8~~   ~~Review applications and decision~~
- ~~10/15~~   ~~CACREP~~
- ~~10/22~~   Meeting cancelled
- ~~10/29~~   Mid-semester student evaluations; Data review
- ~~11/5~~   Comprehensive evaluations of practicum stage students- spring and fall 2020; Finalize GA hiring for spring
- ~~11/12~~   CACREP/GA hiring
- ~~11/19~~
- ~~11/26~~   ~~THANKSGIVING~~
- ~~12/3~~   ~~Fall 2021 schedule~~
- 12/10   Review CACREP Vital Stats Survey data before Dec. 31 deadline; Comp exam decisions
- 12/17   TBD IF WE NEED TO MEET

10-21-2021

In attendance: Caroline Baker, Mark Gillen, Angus McKechnie
Approve Minutes from last meeting: Approved as posted

Today's work:

1. Mid-semester student evaluations:

- o   Most are in, waiting on a few more-732 &770.
- o   Discussed individual student issues.
2. Enrollment data review:
   - o   64 active students.
   - o   2 students taking this fall off.
   - o   39 taking 2 classes.
   - o   17 males, 27%
   - o   12 students of color 19%.
3. Student Files discussion:
   - o   Will address next meeting 10/28
4. Student group check-in:
   - o   Some good ideas.
   - o   Discussed clothing purchase 3-4 options, then decide on one.
   - o   Next meeting will be virtual.
   - o   Mentoring program-only 4 people have shown interest.
   - o   Chris Mullins will be the new group treasurer
5. CACREP:
   - o   Need to match syllabi with CACREP standards.

General Updates/Announcements

13. Angus Updates-

14. Others as needed

   a. GA work/hiring:
      - o   no applications yet, but some students have shown interest.
   b. Scholarships:
      - o   Caroline is checking on the number of applications
   c. Recruiting and new students
   d. Hiring Committee update and plan:
      - o   2 applications received so far, only one qualified.
      - o   Schedule a meeting for application review?
   e. J-term/Spring/summer/fall schedules check-in:
      - o   Submitted to registrar.
      - o   Spring: 612 instructor-Caroline will co-teach with IAS
      - o   Fall 22: in process
   f. PIP-PAR- February 1- self-study pdf report due to Provost:
      - o   Template looks straight forward
   g. Practicum/Internship
   h. Stakeholder sub-committees:
      - o   Mark will meet virtually next week.
      - o   In-person stakeholder meeting will be on 11/6

15. Student updates:
16. COUN 798 updates, other specific student check-ins

Next meeting: ==11/4/2021== **12:00-1:00PM, WEB 235**
   Fall 2021 Tentative Timeline of Program Meetings and Data Focus
   - 9/9   Initial semester preparations and goals
   - 9/23
   - 9/30   Assessment report, recruitment

- ~~10/7~~ *ACES Conference*, recruitment focus with program meeting
- ~~10/14~~ **Application review and decisions- final
- 10/21 Mid-semester student evaluations; Enrollment data review; pull example files to review
- 11/4 Prep for stakeholder/orientation meetings; Comprehensive evaluations of 614 students
- 11/18 Comp Exam Prep
- 12/2 GA Hiring decision; Comp Exam Prep; CACREP Vital Statistics Survey; Program Data review
- 12/16 Comp exam review- tentative

Appendix E: Program's faculty qualifications criteria (undergraduate and/or graduate)

Review the document below to ensure it is the most up-to-date version. If not, both insert it here and email the most recent version to academicaffairs@uwrf.edu.

Graduate Faculty Status Criteria *(Department Promotion, Tenure, Reappointment, Post-Tenure Review Policies available upon request)***:**

University of Wisconsin-River Falls • 410 South Third Street • River Falls, WI 54022 • Associate Provost's Office • 715-425-0629

Department:	Counseling and School Psychology
Program Name:	Counseling
Program Level:	Graduate
College:	Education and Professional Studies
Approval Date:	NA

According to the Higher Learning Commission, "Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record or research, scholarship or achievement appropriate for the graduate program." Several qualifications are considered assets for hire either as an instructional/academic staff or tenure-track faculty member in the <u>Counseling</u> program at the University of Wisconsin- River Falls.

Candidates for graduate faculty status have earned a terminal degree (i.e., earned credential), that is a <u>Ph.D./Ed.D</u> in <u>Counselor Education</u>.

In addition, they have a record of research, scholarship, and achievement that includes

- Professional identity is that of counselor educator, per CACREP and/or
- Presentations at professional conferences (within the last 3 years) and/or
  - Be eligible for a professional license in area being taught

According to the Higher Learning Commission, "Tested experience may substitute for an earned credential or portions thereof." For "tested experience" to substitute for the terminal degree, candidates must have one of the following degrees:

Degree Name and Discipline	Rationale
M.A. or M.S. in Counseling	This is the terminal degree for practicing professionals in the field.

Qualified applicants who are approved using "tested experience" typically must also have:

Degree Name and Discipline	Appropriate Skills, Experiences, Credentials, etc.
M.A./M.S. in Counseling	1. Current professional license in area taught or 2. At least 3 years of experience as a professional counselor or 3. Membership in professional organizations, or 4. Attendance at professional conferences in last 5 years

Appendix F: CVs for program faculty and staff pulled from Activity Insight covering only the six-year period included in the review.

*The Activity Insight data was incomplete for the Instructional Academic Staff, temporary employees. Instead, I offer a table with their qualifications:

IAS Name	Degree	Current License OR-	3+ years of experience OR-	Professional Org Membership OR-	Attended Professional Conference last 5 years	Graduate Faculty Status Met?
Richard Moldenhauer	MSE-Community Counseling	LADC, LPCC	37+	N/A	N/A	YES
Paul Shepherd	Ph.D. Education Leadership	N/A	21+	N/A	N/A	YES
Akudo Omeoga	MSE-Counseling	LSC	5+	N/A	N/A	YES
Ali Kofiro	MSE-Counseling	LSC	11+	MSCA, ASCA, WSCA	MSCA	YES
Amanda Kauth	MSE-Counseling	LSC	15+	WSCA	WSCA	YES
Amanda Sitron	MSE-Counseling	LSC	3+	N/A	N/A	YES
Angela Goebel	MSE-Counseling	LSC	15+	WSCA, ASCA	N/A	YES
Aria Krieser	MSE- School Counseling	LSC	11+	WSCA	WSCA	YES
Arnise Roberson	MSE-Counseling	LSC	2+	MSCA, MnACC	MSCA	YES
Ben Herman	MSE-Counseling	LSC	7+	MSCA	MSCA	YES
Brandon Wait	MSE-Counseling/ Ed.S. Educ. Admin	LSC	13+	ACSCA, IQS, MSCA	MAAP	YES
Kelly Curtis	MSE-Counseling	LSC	30+	WSCA, ASCA	WSCA	YES
Kim Hoff	MSE-Counseling	LSC	10+ years	ASCA, WSCA	MSCA	YES
Kristin Boileau	MSE- School Counseling	LSC	17+	WSCA	N/A	YES
Olin Morrison	MSE-Counseling	LSC, Principal	12+	WSCA	WSCA	YES
Paula Haugle	MSE-Counselor Education	LSC	14+	WSCA	WSCA	YES

Program: Counseling MSE

Dr. Caroline A. Baker
University of Wisconsin - River Falls
Counseling and School Psychology
(715) 425-3237
Email: caroline.baker@uwrf.edu

Education

PhD, The Ohio State University, 2010.
    Major: Counselor Education
    Supporting Areas of Emphasis: School Counseling
    Dissertation Title: Talking the Talk, Not Walking the Walk: Expressions from
    Underrepresented Students about Their Counselor Education Doctoral Programs.

MS, University of Tennessee, 2005.
    Major: School Counseling

BA, University of Tennessee, 2000.
    Major: Psychology

Professional Positions

Academic - Post-Secondary

Professor, UWRF. (2021 - Present).

Department Chair, Counseling and School Psychology, College of Education & Professional
    Studies, University of Wisconsin- River Falls. (2019 - Present).

Counseling Program Director, UWRF. (2017 - Present).

Associate Professor, UWRF. (2016 - Present).

Assistant Professor, University of Wisconsin- River Falls. (2010 - Present).

Licensures and Certifications

WDPI Pupil Services Initial Educator License, WDPI. (2015 - Present).

Nationally Certified Counselor. (2005 - 2026).

Distance Education Certification, University of Wisconsin-River Falls. (January 20, 2021 - January

19, 2026).

Distance Education Certification, University of Wisconsin-River Falls. (July 27, 2020 - July 26, 2025).

Tennessee School Counseling License- Apprentice Special Group, State of Tennessee. (2005 - 2020).

Professional Memberships

Minnesota School Counseling Association. (2014 - Present).

Wisconsin School Counseling Association. (2010 - Present).

Association for Multicultural Counseling and Development. (2008 - Present).

American Counseling Association. (2007 - Present).

Association for Counselor Education and Supervision. (2007 - Present).

National Board of Certified Counselors. (2005 - Present).

American School Counseling Association. (2004 - Present).

Development Activities Attended

Conference Attendance, "Wisconsin Women in Higher Education Leadership (WWHEL)," "Online", WI. (2020).

Conference Attendance, "Association for Counselor Education and Supervision (ACES)," Seattle, WA. (2019).

Conference Attendance, "International African Mental Health Summit (AMHS)," Saint Paul, MN. (2018).

Conference Attendance, "Minnesota School Counseling Association (MSCA)," Brainerd, MN. (2018).

Conference Attendance, "Wisconsin School Counseling Association (WSCA)," Madison, WI. (2018).

Conference Attendance, "Association for Counselor Education and Supervision (ACES)," Chicago, IL. (2017).

Conference Attendance, "Minnesota School Counseling Association (MSCA)," Brainerd, MN. (2017).

Conference Attendance, "Wisconsin School Counseling Association (WSCA)," Madison, WI. (2017).

"Perception Institute Training on Race, Implicit Bias, Microaggressions," UWRF Diversity and Inclusivity Committee, River Falls, WI. (2017).

Conference Attendance, "Association for Counselor Education and Supervision (ACES)," Eau Claire, WI. (2016).

Conference Attendance, "Association for Counselor Education and Supervision (ACES)," Philadelphia, PA. (2015).

Conference Attendance, "Minnesota School Counseling Association (MSCA)," Brainerd, MN. (2015).

Conference Attendance, "Wisconsin School Counseling Association (WSCA)," Madison, WI. (2015).

"Planning for the Transition of Youth with Disabilities to Postsecondary Education and Employment," University of Wisconsin- River Falls, River Falls, Wisconsin, United States of America. (2015).

Awards and Honors

Received

2017 Outstanding Advisor of the Year, UWRF CEPS. (2017).

Teaching

Teaching Experience

University of Wisconsin - River Falls
COUN 610, Intro to School Counseling, 5 courses.
COUN 612, Lifespan Human Develop, 6 courses.
COUN 614, Counseling Practicum, 11 courses.
COUN 615, Cultural/Ethical Found, 3 courses.
COUN 620, Career Counseling, 5 courses.
COUN 732, Group Counseling, 1 course.
COUN 753, Counseling Theory & Skills, 1 course.
COUN 771, Elem School Internship, 2 courses.
COUN 772, Middle School Internship, 2 courses.
COUN 773, High School Internship, 2 courses.
COUN 789, Special Topics, 2 courses.
COUN 798, Independent Research, 9 courses.
SPSY 795, Research & Program Eval, 1 course.

Directed Student Learning

Supervised Research, Counseling and School Psychology. (2021 - Present).
 Advised: Abby Ashauer, Brandt Curtis, Donyal Eret, Stacy Monjeau

Supervised Research, Counseling and School Psychology. (2021 - Present).
 Advised: Caitlin Carlson, Anna Miller, Kris Mullins

Supervised Research, Counseling and School Psychology. (2021 - Present).
 Advised: Chloe Friesen, Mitchell Smith, Tori Walsh

Supervised Research. (2021 - Present).
 Advised: Emily Seis-Mandel, Kiley Kenall, Kate Brogan

Supervised Research, Counseling and School Psychology. (2020 - Present).
 Advised: Ali Osman, Molly Yokiel, Heidi Birkhofer, Samantha Schwanke, Ashley Christiansen

Supervised Research, Counseling and School Psychology. (2020 - Present).
 Advised: Paul Kienberger, Brooke Wood, Lauren Beckman, Colleen Hegy, Mercedes Jones

Supervised Research, Counseling and School Psychology. (2019 - Present).
 Advised: Krysta Hoyer, Kevin Jenkins, Kary Kuenzli, Nicole Tetzlaff

Supervised Research, Counseling and School Psychology. (2018 - Present).
 Advised: Bridget Kopp, Cassie Nelson, Mohamoud Mohamed, Paige LaQua, Mark Prokopowicz

Supervised Research, Counseling and School Psychology. (2018 - Present).
 Advised: Korbyn Angstman, Amber Pauley, Brian Buechner

Supervised Research, Counseling and School Psychology. (2018).
 Advised: Blake Mayes, Maggie Carlson, Corri Spaeth, Casey Fleming

Supervised Research, Counseling and School Psychology. (2017 - 2018).
 Advised: Josiah Bellows, Lauren Young

Supervised Research, Counseling and School Psychology. (2017 - 2018).
 Advised: Kate Knight, Kristen Berkas, Ibrahim Mohamed, Brittany Llewellyn, Isaac Johnson, Alyssa Mitchell

Supervised Research, "Mindfulness at Westside Elementary School: Data Summary," Counseling and School Psychology. (2016 - 2017).
 Advised: Jevita Baheriy, Nicole Johnson, Heather Bakke-Sweeney

Research, Scholarly, and Creative Activity

Published Intellectual Contributions

Book Chapters

Baker, C. A. (2018). Addressing attendance concerns in third culture students: A response A response. In Wood, C., Agahe, T., & Tyson, L. (Eds.),. *Critical Incidents in School Counseling, (3rd. ed.).*. Columbus, OH: American Counseling Association.

Baker, C. A. (2017). Chapter 6: Foundation, Management, and Accountability Systems of Your CSCP. In C. Dollarhide & K. Saginak (Eds.), *Comprehensive school counseling programs, (3rd ed.).*. Columbus, Ohio: Pearson Higher Education.

Baker, C. A. (in press). Addressing Attendance Concerns in Third Culture Students: A Response. *Critical Incidents in School Counseling, 3rd Ed.* (3rd ed.). Alexandria, VA: ACA.

Baker, C. A., Cato, S. (2015). The Foundation Component. *A guide to practicum and internship for school counselors-in-training, (2nd ed.).* New York, New York: Routledge (Taylor and Francis) Publishing Company.

Refereed Journal Articles

Baker, C. A., Gaulke, K., Smith, K. (2015). Counselor Education Cultural Climate: Underrepresented Master's Students' Experiences. *Journal for Multicultural Education, 9*(2), 85-97.

Baker, C. A. (2015). Experiences of Underrepresented Doctoral Students in Counselor Education. *Journal for Multicultural Education, 9*(2), 68-84.

Presentations Given

Baker, C. A. (Presenter), Gillen, M. C. (Presenter), Herman, B. (Presenter), Lindsay, S. (Presenter), Yang, K. (Presenter), Kuenzli, K. (Presenter), Minnesota School Counselor Association Conference, "Integrating experiential activities into your school counseling practice," MSCA, Online. (2020).

Baker, C. A., Kofiro, A. (Presenter), Llewellyn, B. (Presenter), Trumper, M. (Presenter), MSCA Annual Conference, "Let's Talk about Values and Ethics in School Counseling," Minnesota School Counseling Association, Brainerd, MN. (2018).

Baker, C. A., Kofiro, A. (Presenter), MSCA Annual Conference, "What Happens at the Intersection of School Counseling, Trauma, and Immigrant Student Needs?," Minnesota School Counseling Association, Brainerd, MN. (2018).

Baker, C. A., Llewellyn, B. (Presenter), WSCA Annual Conference, "ASCA Ethical Considerations for Work with LGBTQ Students," Wisconsin School Counseling Association, Madison, WI. (2018).

Baker, C. A. (Presenter), Kofiro, A. (Presenter), Garaad, S. (Presenter), International African Mental Health Summit, "What Happens at the Intersection of School Counseling, Trauma, and Immigrant Student Needs?," Saint Paul, MN. (July 2018).

Baker, C. (Author & Presenter), Sitron, A. (Author & Presenter), Johnson, N. (Author & Presenter), Gulenchyn, D. (Author & Presenter), Minnesota School Counseling Association Annual Conference, "Speed Ethics: A Quick Review of the New ASCA Ethical Standards," MSCA, Brainerd, MN. (2017).

Poole-Stout, J. (Author & Presenter), Johnson, N. (Author & Presenter), Cadwell, A. (Author & Presenter), Baker, C. (Author & Presenter), Wisconsin School Counselors Association Annual Conference, "Keeping Your Standards Fresh: What's New with the 2016 ASCA Ethical Standards for School Counselors," WSCA, Madison, WI. (2017).

Baker, C. A. (Author & Presenter), Association of Counselor Education and Supervision, "Theory-As-Anchor: Exploring the Effectiveness of Course: Restructuring Around Career Theories," Philadelphia, PA. (2015).

Baker, C. A., Opening Week Professional Development Series, "Investigating Teaching and Learning: SoTL Projects at UW River Falls," UW-River Falls, River Falls, WI. (2015).

Rindone, H., Baker, C. A., Gillen, M. C., Association of Counselor Education and Supervision National Conference, "Using the standards to work for your program: CACREP accreditation and clarifying your program expectations and outcomes," Association of Counselor Education and Supervision, Philadelphia, Pennsylvania. (October 2015).

Contracts, Grants and Sponsored Research

Grant

Gillen, M. C., Sacra, M., Baker, C. A., "UWRF Foundation Alumni Grant," Sponsored by UW River Falls, $300.00. (December 2019 - Present).

Baker, C. (Principal), "FASDB Professional Development Grant," Sponsored by UWRF, $475.00. (2018).

Baker, C. A. (Principal), "Professional Development Grant," Sponsored by UWRF, University of Wisconsin - River Falls, $475.00. (2017 - 2018).

Gillen, M. C., Baker, C. A., "MSCA alumni grants," University of Wisconsin - River Falls, $350.00. (May 2018).

Gillen, M. C., Baker, C. A., "WSCA alumni grant," University of Wisconsin - River Falls, $150.00. (May 2018).

Baker, C. A. (Principal), "Professional Development Grant," Sponsored by UWRF, University of

Wisconsin - River Falls, $1,000.00. (2015 - 2016).

Baker, C. A., "National Board for Certified Counselors & Affiliates Grant for Initial CACREP Accreditation," Sponsored by National Board for Certified Counselors & Affiliates, $9,000.00. (2014 - 2015).

Gillen, M. C., Baker, C. A., "NBCC Grant to support CACREP accreditation," $9,000.00. (2014 - 2015).

Other

Gillen, M. C., Baker, C. A., Rindone, H., "UWRF alumni grant-MSCA/WSCA conference," Sponsored by University of Wisconsin- River Falls, $500.00. (2016 - 2017).

Gillen, M. C., Baker, C. A., Rindone, H., "UWRF alumni grant-MSCA/WSCA conference," Sponsored by University of Wisconsin- River Falls, $500.00. (2015 - 2016).

Gillen, M. C., Baker, C. A., Rindone, H., "UWRF alumni grant-MSCA/WSCA conference," Sponsored by University of Wisconsin- River Falls, $500.00. (2014 - 2015).

Intellectual Contributions in Submission

Journal Articles

Baker, C. A., Gillen, M., Mercer, V. Evolving Department Leadership: Successful Navigation from Faculty Member to Department Chair and Back Again.

Service

Advising

Academic Year	Undergraduate Students Advised	Graduate Students Advised
2020-2021	0	20
2019-2020	0	21
2018-2019	0	32
2017-2018	0	32
2016-2017	0	30
2015-2016		40

Department Service

Department Chair. (2019 - Present).

Counseling Program Director. (2017 - Present).

Practicum Coordinator. (2013 - Present).

Committee Member, Scholarship Review Committee. (2010 - Present).

CACREP Program Liaison/Team Leader. (2012 - 2019).

Student Group Adviser. (2011 - 2018).

College Service

Committee Chair, Counseling Program Faculty Hiring Committee. (2021 - Present).

Committee Member, EPPC. (2021 - Present).

Committee Member, Teacher Education students' final projects. (2012 - Present).

Committee Chair, Research Scholarly and Creative Activity Committee. (2016 - 2019).

Committee Member, Member, Research, Scholarly, and Creative Activity Committee. (2010 - 2019).

Committee Member, Montessori Faculty Hiring Committee Member. (2018).

Committee Chair, Counseling Program Faculty Hiring Committee. (2017).

Committee Member, Dean's Hiring Committee. (2016 - 2017).

University Service

Chancellor's UWRF Budget Analysis and Creative Solutions Project- "Budget Model Group". (2020 - Present).

Committee Member, Faculty Academic Staff Development Board. (2016 - Present).

Committee Member, Graduate Executive Council. (2016 - Present).

Committee Member, Diversity and Inclusivity Committee. (2016 - 2019).

SoTL Lead. (2015).

Professional Service

Board of Directors, Nominee CSJ Board Member- School Counseling Representative. (2021 -

Present).

Editorial Review Board Member, Qualitative Research in Education. (2016 - Present).

Committee Member, WSCA Reach Higher CCR and Counselor Education Programs Sub-committee. (2016 - Present).

Board of Directors, Wisconsin Counseling Journal. (2010 - Present).

Institution of Higher Education Professional Development Plan (PDP) Team Reviewer. (2012 - 2019).

Board of Directors, Journal for Humanistic Counseling. (2012 - 2017).

State Ambassador, New Faculty Interest Network, Wisconsin. (2010 - 2016).

External Connections

Clinical, Legal, or Social Work Placement, Adams Spanish Immersion Elementary School, St. Paul Minnesota. Katelyn Knight.

Clinical, Legal, or Social Work Placement, Best Academy, Minneapolis Minnesota. Ibrahim Mohamed.

Clinical, Legal, or Social Work Placement, Big Lake Schools Minnesota. Jacalyn Kingsbury.

Clinical, Legal, or Social Work Placement, Centennial Are Learning Center, Circle Pines Minnesota. Timothy Fleming.

Clinical, Legal, or Social Work Placement, Centennial Middle School, Lino Lakes Minnesota. Kaleb Aalderks.

Clinical, Legal, or Social Work Placement, Centennial Sr. High School, Circle Pines Minnesota. Kaleb Aalderks.

Clinical, Legal, or Social Work Placement, Champlin Park High School Minnesota. Arnise Roberson.

Clinical, Legal, or Social Work Placement, Chaska Middle School East, Chaska Minnesota. Carrie Taylor.

Clinical, Legal, or Social Work Placement, Dakota Hills Middle sCHOOL Wisconsin. Ibrahim Mohamed.

Clinical, Legal, or Social Work Placement, E. P. Rock Elementary Wisconsin.

Clinical, Legal, or Social Work Placement, Ellsworth Elementary (WI) Public Schools Wisconsin. Llwellen.

Clinical, Legal, or Social Work Placement, Forest Lake Area Middle School Minnesota. Timothy Fleming.

Clinical, Legal, or Social Work Placement, Gatewood Elementary School, Minnetonka Minnesota.

Kaltun Abdikarani.

Clinical, Legal, or Social Work Placement, Hastings High School Minnesota. Kristin Van Den Broeke.

Clinical, Legal, or Social Work Placement, Hazel Park Prep Academy, St. Paul Minnesota. Katelyn Knight.

Clinical, Legal, or Social Work Placement, Highland Park High School, St. Paul Minnesota. Hannah Chan.

Clinical, Legal, or Social Work Placement, Hmong Academy Charter School, St. Paul Minnesota. John Slick.

Clinical, Legal, or Social Work Placement, John A. Johnson Elem School, St. Paul Minnesota. Reginald Woods.

Clinical, Legal, or Social Work Placement, Linwood Monroe Arts School, St. Paul Minnesota. Lauren Young.

Clinical, Legal, or Social Work Placement, New Richmond High School Wisconsin. Slick.

Clinical, Legal, or Social Work Placement, Northdale Middle School, Coon Rapids Minnesota. Jacalyn Kingsbury.

Clinical, Legal, or Social Work Placement, Northeast Middle School, Minneapolis Minnesota. Lauren Young.

Clinical, Legal, or Social Work Placement, O.H. Anderson Elementary School, Mahtomedi Minnesota. Timothy Fleming.

Clinical, Legal, or Social Work Placement, Open World Learning Center, St. Paul Minnesota. Lauren Young.

Clinical, Legal, or Social Work Placement, Rocky Branch Elem RFSD, River Falls Wisconsin.

Clinical, Legal, or Social Work Placement, Roosevelt High School, Minneapolis Minnesota. Kristen Berkas.

Clinical, Legal, or Social Work Placement, Skyview Middle School, Minnetonka Minnesota. Kristen Berkas.

Clinical, Legal, or Social Work Placement, Somerset Elementary School Wisconsin. Hanson, Slick.

Clinical, Legal, or Social Work Placement, St Croix Central Elementary School Wisconsin.

Clinical, Legal, or Social Work Placement, St Croix Middle School Wisconsin.

Clinical, Legal, or Social Work Placement, St Louis Park High School Minnesota. Jacalyn Kingsbury.

Clinical, Legal, or Social Work Placement, St. Paul Music Academy, St. Paul Minnesota. Kristen Berkas.

Clinical, Legal, or Social Work Placement, Takota Learning Center Minnesota. Ibrahim Mohamed.

Clinical, Legal, or Social Work Placement, The Heights Community School, St. Paul Minnesota. Salado Hasan.

Clinical, Legal, or Social Work Placement, Twin Cities Academy, St. Paul Minnesota. Brittany Llwellen.

Clinical, Legal, or Social Work Placement, Wellstone International High School, Minneapolis Minnesota. Katelyn Knight.

Clinical, Legal, or Social Work Placement, Woodbury High School Minnesota. Vanessa Maoine.

Clinical, Legal, or Social Work Placement, Eastview High School, Apple Valley Minnesota. Bridget Kopp.

Clinical, Legal, or Social Work Placement, Hmong College Prep Academy, St. Paul Minnesota. Cassie Nelson.

Clinical, Legal, or Social Work Placement, Hudson Middle School Wisconsin. Hanson, Van Den Broeke.

Clinical, Legal, or Social Work Placement, Lincoln International High School, Minneapolis Minnesota. Corri Spaeth.

Clinical, Legal, or Social Work Placement, Meyer Middle School RFSD, River Falls Wisconsin. Abdikarani, Llewellen.

Clinical, Legal, or Social Work Placement, River Falls High School   RFSD, River Falls Wisconsin. Olson, Pauley.

Clinical, Legal, or Social Work Placement, Westside Elementary School RFSD, River Falls Wisconsin. Ogden Rogers.

Clinical, Legal, or Social Work Placement, Eden Prairie High School Minnesota. Carrie Taylor.

Clinical, Legal, or Social Work Placement, Meadowbrook Elementary School, Golden Valley Minnesota. Carrie Taylor.

Program: Counseling MSE

Dr. Mark C. Gillen
University of Wisconsin - River Falls
Counseling and School Psychology
(715) 425-3890
Email: mark.gillen@uwrf.edu

Education

PhD, University of Arkansas, 2004.
    Major: Counselor Education (CACREP)
    Supporting Areas of Emphasis: Public Policy
    Dissertation Title: Correlates of Depression in Young Adult Caregivers

MS, University of Wisconsin- Stout, 1984.
    Major: Guidance and Counseling

BS, University of Wisconsin - Madison, 1980.
    Major: Elementary Education

Professional Positions

Academic - Post-Secondary

Full Professor, University of Wisconsin- River Falls. (July 2014 - Present).

Graduate Faculty Member, University of Wisconsin- River Falls. (2005 - Present).

Licensures and Certifications

licensed professional clinical counselor, State of MN. (February 2021 - Present).

Licensed Supervisor LPC and LPCC, State of Minnesota. (January 30, 2015 - Present).

National Certified Counselor. (2004 - Present).

Licensed Independent Clinical Social Worker, State of Wisconsin. (1994 - Present).

School Counselor- Grades K-12, State of Wisconsin. (1993 - Present).

Licensed Professional Counselor, State of Wisconsin. (1992 - Present).

Teacher- Grades 1-8, State of Wisconsin. (1980 - Present).

Distance Education Certification, University of Wisconsin-River Falls. (July 6, 2020 - July 5, 2025).

Professional Memberships

Minnesota Association of Alternative Programs. (2017 - Present).

American School Counseling Association. (2005 - Present).

Association for Counselor Education and Supervision. (2005 - Present).

Association for Specialists in Group Work. (2005 - Present).

Minnesota School Counseling Association. (2005 - Present).

Wisconsin Counseling Association. (2005 - Present).

Phi Kappa Phi Academic Honor Society. (2004 - Present).

American Counseling Association. (2001 - Present).

Chi Sigma Iota, Counseling and Academic Honor Society International. (2001 - Present).

Wisconsin School Counseling Association. (1984 - Present).

Development Activities Attended

UWRF Faculty Development Session, "Hypothesis and how to use it. Related to on-line learning," UWRF, River Falls, WI, United States. (February 2021 - Present).

UWRF Faculty Development Session, "How can I meet with my students or colleagues synchronously & How can I record my lectures with my laptop?," UW River Falls, River falls, wi, United States. (August 1, 2020 - August 15, 2020).

UWRF Faculty Development Session, "Summer Online Teaching Foundations," UW River Falls, River Falls, WI, United States. (June 15, 2020 - July 15, 2020).

Awards and Honors

Nominated

Nominated for: University of Wisconsin-River Falls College of Education and Professional Studies 2019-2020 Research, Creative and Scholarly Activity Lifetime Achievement Award., UWRF. (August 2019).

Received

UWRF sabbatical, University of Wisconsin-River Falls. (January 2021).

Keith Wurtz Award for Outstanding Teaching, University of Wisconsin River Falls. (August 2016).

Teaching

Teaching Experience

University of Wisconsin - River Falls
COUN 610, Intro to School Counseling, 7 courses.
COUN 614, Counseling Practicum, 4 courses.
COUN 732, Group Counseling, 6 courses.
COUN 753, Counseling Theory & Skills, 5 courses.
COUN 770, School Counseling Programs, 1 course.
COUN 771, Elem School Internship, 9 courses.
COUN 772, Middle School Internship, 9 courses.
COUN 773, High School Internship, 9 courses.
COUN 789, Special Topics, 5 courses.
COUN 798, Independent Research, 10 courses.
SPSY 795, Research & Program Eval, 2 courses.

Directed Student Learning

Supervised Research, "Potential Implications of Absenteeism within Rocky Branch Elementary School," Counseling and School Psychology. (February 2019 - December 2019).
Advised: brittany schmidt, jack miner, taylor pitt

Supervised Research, "Postsecondary Activities During High School and Student Postsecondary Choices," Counseling and School Psychology. (August 2018 - May 2019).
Advised: Anise Roberson, Kyle Johnson, Sara Clark-Orive, Stephanie Drow, Elizabeth Olson, kaley Stiles

Supervised Research, "Academic Success Group," Counseling and School Psychology. (January 2018 - December 2018).
Advised: jackie kingsbury, lindsey topp, sarah Lozano, Abby Schultz

Supervised Research, "Office Referrals," Counseling and School Psychology. (September 2017 - May 2018).
Advised: Tehl Alderks, Carrie Taylor, Kristen Van Den Broeke, Abdifatah Kofiro, Abdullahi Aden

Supervised Research, Counseling and School Psychology. (January 1, 2018 - May 15, 2018).
Advised: Antonio Cadwell

Supervised Research, "Senior Plans Vs Clearinghouse Data," Counseling and School
 Psychology. (February 2017 - December 1, 2017).
  Advised: Abbie Williams, Kirstin Knutson, Vanessa Maione

Supervised Research, "Student Connectedness," Counseling and School Psychology. (August
 2016 - May 2017).
  Advised: Megan Trumper, John Slick

Supervised Research, "Analysis of Youth Risk Behavior Survey," Counseling and School
 Psychology. (March 2016 - December 2016).
  Advised: Corie Erickson, Emily Nelson, Amy Oestriech, Amanda Sitron

Supervised Research, "Correlation between attendance of sophomores conferencing and ACT
 readiness," Counseling and School Psychology. (April 2016 - November 2016).
  Advised: Jordyn Soberg, Brianna Turnwall, Travis Madigan, Ikran Salat

Research, Scholarly, and Creative Activity

Published Intellectual Contributions

Book Chapters

Gillen, M. C. (2017). Adventure therapy. *S. Degges-White & N. L. Davis (Eds.), Integrating the
 expressive arts into counseling practice (pp. 287-290). New York, NY: Springer.*.

Gillen, M. C. (2017). Solution-focused therapy. *Integrating the expressive arts into counseling
 practice*.

Refereed Journal Articles

Gillen, M. C., Dass, M., Spofford, E. (2021). Strengthening your educational team: The school
 counselor and principal collaboration. *Principal Leadership.*

Presentations Given

Baker, C. A. (Presenter), Gillen, M. C. (Presenter), Herman, B. (Presenter), Lindsay, S.
 (Presenter), Yang, K. (Presenter), Kuenzli, K. (Presenter), Minnesota School Counselor
 Association Conference, "Integrating experiential activities into your school counseling
 practice," MSCA, Online. (2020).

Gillen, M. C. (Author & Presenter), Garaad, S. (Author & Presenter), SciTech charter school-
 Minneapolis, "Trauma and resiliency," on-line. (August 21, 2020).

Gillen, M. C. (Author & Presenter), MN school counselor association annual conference,
 "Integrating experiential activities into your school counseling practice," MSCA, St. Paul, MN.

(April 5, 2020).

Gillen, M. C. (Author & Presenter), Minnesota Association of Alternative Programs (MAAP) Annual Conference, "Busting Burnout-Using a Solution-Focused Mindset in your work," MAAP, Duluth, MN. (February 7, 2020).

Gillen, M. C., Anoka Hennepin School District School Counselor PD, "Effective school counseling: School counselors and solution focused mindsets.," Anoka Hennepin SD, Anoka MN. (December 2019).

Gillen, M. C., Solution Focused Brief Therapy Association International Conference, "Effective school counseling: School Counselors and SFBT," Solution Focused Brief Therapy Association, Montreal Quebec Canada. (November 2019).

Gillen, M. C., Roberson, A. (Presenter), Mayes, B. (Presenter), Lozano, S. (Presenter), Mitchell, A. (Presenter), Minnesota school counselor association conference, "Boosting Group Skills," St Paul, MN. (April 2019).

Gillen, M. C., Walberg, T. (Presenter), Minnesota school counselor association conference, "Forget about the Miracle Question-How to Think Like a Solution Focused Counselor.," St Paul, MN. (April 2019).

Gillen, M. C., South Washington CO school counselors Professional development, "Elevator Speeches and Working with Administration," Woodbury, MN. (March 2019).

Gillen, M. C., Wait, b. (Presenter), Minnesota Association of Alternative Programs Conference, "Consider the Exception: We All Do Better When We All Do Better," Duluth, MN. (February 2019).

Gillen, M. C., Wisconsin School Counselor Association conference, "Forget about the Miracle Question-How to Think Like a Solution Focused Counselor.," Madison, WI. (February 2019).

Gillen, M. C., MN Americorp meeting, "What to do with your skills," AmeriCorp, St Paul, MN. (December 2018).

Gillen, M. C., Garaard, S. (Presenter), Minneapolis Public School Counselors, "Working with ELL students," Minneapolis, MN. (November 2018).

Gillen, M. C., NE MSCA, "Peer to Peer supervision practices," on-line. (November 2018).

Gillen, M. C., St Paul Public Schools Professional Development, "Group booster," SPPS, St Paul, MN. (October 2018).

Gillen, M. C., Wait, B., Minnesota school counselor association conference, "Adding to your skills: Be Curious, Not Judgmental," Minnesota school counselor association, brainerd, MN. (April 2018).

Gillen, M. C., Minnesota school counselor association conference, "Peer to peer supervision practices," Minnesota school counselor association, brainerd, MN. (April 2018).

Gillen, M. C., Western Kentucky Counseling Association Conference, "Forget about the Miracle Question: How to think like a Solution Focused Counselor," Western Kentucky Counseling Association, Cadiz, KY. (March 2018).

Gillen, M. C., Wait, B., Minnesota Association of Alternative Programs Conference, "Be Curious, Not Judgmental," Minnesota Association of Alternative Programs, Mankato, MN. (February

2018).

Gillen, M. C., Wisconsin School Counselor Association Conference, "Forget about the Miracle Question-How to Think Like a Solution Focused Counselor.," Wisconsin School Counselor Association, Madison, WI. (February 2018).

Gillen, M. C., Flier, S. (Presenter), Wisconsin School Counselor Association conference, "The ASCA model in 30 minutes.," Wisconsin School Counselor Association, Madison, WI. (February 2018).

Gillen, M. C., Minnesota school counselor association, "Solution Focused Counseling," brainerd, MN. (May 2017).

Gillen, M. C., Montgomery-Ries, J. (Presenter), minnesota school counselor association, "Theory and practice: Say yes to a school counseling intern.," brainerd, MN. (May 2017).

Gillen, M. C., Association of Experiential Education, "Adventure therapy and solution focused therapy.," Heartland Region, Wisconsin Dells, WI. (April 2017).

Gillen, M. C., American Counseling Association, "Program evaluation as a practical application tool for teaching research.," San Francisco, CA. (March 2017).

Gillen, M. C., St Paul Public Schools School Counselor Professional Development, "Solution focused counseling refresher.," St Paul, MN. (March 2017).

Gillen, M. C., Wait, B., Minnesota Association of Alternative Placements Conf, "Are you working harder than your students? If so, why?," Mankato, MN. (February 2017).

Gillen, M. C., Campbell, G. (Presenter), Rose, E. (Presenter), Morrison, O. (Presenter), Wisconsin School Counselor Association, "Collaboration: An effective tool for school counselors.," Madison, WI. (February 2017).

Gillen, M. C., ferkinhoff, j. (Presenter), Kelly, E. (Presenter), Wisconsin School Counselor Association, "Solution-focused theory at work in schools.," Madison, WI. (February 2017).

Gillen, M. C., herman, b. (Presenter), minnesota school counselor association, "Increasing group effectiveness-school and university collaboration," minnesota school counselor association, brainerd, MN. (May 1, 2016).

Kelly, E. (Presenter), ferkinhoff, j. (Presenter), Gillen, M. C., minnesota school counselor association, "solution focused theory at work in middle school," minnesota school counselor association, brainerd, MN. (May 1, 2016).

Gillen, M. C., morrison, o. (Presenter), rose, e. (Presenter), Wisconsin School Counselor Association, "Supervising school counseling graduate students in practicum experiences," Wisconsin School Counselor Association, Madison, WI. (February 20, 2016).

Gillen, M. C., Minnesota School Counselor Conference, "Elevator speeches: A leadership tool that makes a difference," Minnesota School Counselors, Brainerd, Minnesota. (2015).

Gillen, M. C., Minnesota School Counselor Conference, "Solution focused Therapy and School Counseling," Minnesota School Counselors, Brainerd, Minnesota. (2015).

Gillen, M. C., Morrison, O., Wisconsin School Counselor Conference, "10 things to know about taking a school counseling intern," Wisconsin School Counselors, Madison, Wisconsin. (2015).

Rindone, H., Baker, C. A., Gillen, M. C., Association of Counselor Education and Supervision National Conference, "Using the standards to work for your program: CACREP accreditation and clarifying your program expectations and outcomes," Association of Counselor Education and Supervision, Philadelphia, Pennsylvania. (October 2015).

Contracts, Grants and Sponsored Research

Grant

Gillen, M. C., Sacra, M., Baker, C. A., "UWRF Foundation Alumni Grant," Sponsored by UW River Falls, $300.00. (December 2019 - Present).

Gillen, M. C., "CEPS Research Support Grants," Sponsored by UW River Falls, $372.50. (November 2019 - Present).

Gillen, M. C., "FASDB Development grant," Sponsored by UW River Falls, $1,000.00. (November 2019 - Present).

Gillen, M. C., "Year of Somalia Grant," Sponsored by UW River Falls, $664.00. (November 2019 - Present).

Gillen, M. C., "Faculty and Instructional Academic Professional Development," University of Wisconsin - River Falls, $990.00. (July 2021 - December 2021).

Gillen, M. C., "Quality Matters Grant," Sponsored by UWRF, University of Wisconsin - River Falls, $500.00. (March 2021 - June 2021).

Gillen, M. C., "MSCA Grant," Sponsored by UWRF alumni association, University of Wisconsin - River Falls, $300.00. (January 2019 - May 2019).

Gillen, M. C., "US Department of Education Elementary and Secondary School Counseling program grant," Sponsored by Minneapolis Public Schools, $363,703.00. (2015 - January 2019).

Gillen, M. C., "Reducing Bias Project," Sponsored by MN Dept of Education, State, $20,000.00. (July 2016 - June 2018).

Gillen, M. C., Baker, C. A., "MSCA alumni grants," University of Wisconsin - River Falls, $350.00. (May 2018).

Gillen, M. C., Baker, C. A., "WSCA alumni grant," University of Wisconsin - River Falls, $150.00. (May 2018).

Gillen, M. C., "WSCA/MSCA grant," Sponsored by UW-River Fall, University of Wisconsin - River Falls, $500.00. (October 2016 - June 2017).

Gillen, M. C., "Professional Development Grant," University of Wisconsin - River Falls, $1,000.00. (July 2016 - June 2017).

Gillen, M. C., "Faculty Development grant," Sponsored by UWRF, University of Wisconsin - River

Falls. (April 2017 - May 2017).

Gillen, M. C., Baker, C. A., "NBCC Grant to support CACREP accreditation," $9,000.00. (2014 - 2015).

Other

Gillen, M. C., Baker, C. A., Rindone, H., "UWRF alumni grant-MSCA/WSCA conference," Sponsored by University of Wisconsin- River Falls, $500.00. (2016 - 2017).

Gillen, M. C., Baker, C. A., Rindone, H., "UWRF alumni grant-MSCA/WSCA conference," Sponsored by University of Wisconsin- River Falls, $500.00. (2015 - 2016).

Gillen, M. C., Baker, C. A., Rindone, H., "UWRF alumni grant-MSCA/WSCA conference," Sponsored by University of Wisconsin- River Falls, $500.00. (2014 - 2015).

Intellectual Contributions in Submission

Journal Articles

Baker, C. A., Gillen, M., Mercer, V. Evolving Department Leadership: Successful Navigation from Faculty Member to Department Chair and Back Again.

Other

Gillen, M. C., Roberson, A., Layman, K. *From research to application: teaching core counseling courses as part of the Wisconsin in Scotland program.*. InternationalJournal for the Advancement of Counselling..

Research in Progress

How to think like a Solution Focused School Counselor (Working Paper).

Peer to Peer supervision practices for school counselors (On-Going).
A qualitative study exploring the impact of peer to peer supervision with school counselors.

Service

Advising

Academic Year	Undergraduate Students Advised	Graduate Students Advised

2020-2021	0	28
2019-2020	0	31
2018-2019	0	37
2017-2018	0	40
2016-2017	0	37
2015-2016		30

Department Service

Committee Chair, Counseling and School Psychology Department library liaison. (2017 - Present).

Committee Member, Search and Screen. (July 2021 - December 2021).

Committee Member, search and screen committee. (August 2017 - December 2017).

College Service

Committee Member, CEPS scholarly, research and creative activities committee. (February 1, 2020 - Present).

CEPS Field Experience Committee. (2017 - Present).

Committee Member, Education Preparation Program Council. (2011 - 2021).

Committee Member, CEPS Executive Committee. (2010 - July 2019).

Committee Member, College Promotion Committee. (2014 - 2018).

Committee Member, Dean's Leadership Team. (July 2016 - June 2017).

Committee Member, CEPS Scholarship Committee. (2010 - 2015).

University Service

Committee Member, Academic Planning Sub-Committee. (May 2019 - Present).

Committee Member, Chapter 17/18 Board. (August 2018 - Present).

Committee Member, Graduate Studies Curriculum Committee. (2018 - Present).

Committee Member, External Relations-Faculty Senate Committee. (August 2021 - July 2024).

Committee Chair, Recruitment, admissions and retention-Faculty senate committee. (August 2021 - July 2024).

Committee Member, Academic Programming and Policies Committee. (September 1, 2019 - August 30, 2022).

Committee Member, Wurtz/Dykstra Award Committee. (July 2016 - July 2021).

Committee Member, Summit on International Education and Engagement. (August 2018 - December 2019).

Committee Member, Graduate Council Representative. (2006 - 2019).

Committee Member, Faculty Senate Termination Committee. (July 2016 - 2018).

Termination Committee-Faculty Senate Committee. (2015 - 2018).

Committee Member, Provost search and screen committee. (November 2017 - April 2018).

Committee Member, Faculty Senate Academic Standards Cmte. (July 2016 - June 2017).

Faculty and Academic Staff Development Committee. (2010 - 2016).

Committee Member, Graduate Studies Curriculum Committee-Faculty Senate Committee. (2012 - 2015).

Professional Service

editorial mentor, Counselor Education and Supervision Journal-Mentor Program. (May 2019 - Present).

Editorial Review Board Member, Counselor Education and Supervision Journal. (July 1, 2018 - Present).

Committee Member, RTI Wisconsin state leadership committee. (June 2015 - Present).

CACREP team/site visitor. (2013 - Present).

Committee Member, RTI State Leadership Committee. (2013 - Present).

Editorial Review Board Member, International Journal for the Advancement of Counselling (IJAC). (April 1, 2020 - March 30, 2023).

Committee Member, MN school counselor association board. (June 2020 - July 2022).

Editorial Review Board Member, Journal of Counseling and Development. (2013 - 2019).

Committee Member, University and Colleges workgroup-Department of Public Instruction. (2005 - 2019).

Department of Public Instruction, Academic and Career Plan Task Force, IHE representative. (2013 - 2016).

Public Service

Committee Member, Abaarso and Schools in the Horn of Africa work group, Minneapolis, MN. (January 1, 2020 - Present).

Board Member, stakeholder group-Daytons Bluff Elementary, St Paul, MN. (August 2018 - Present).

Stakeholder Group Paladin Academy. (September 2016 - Present).

Board Member, Kinnic Falls Alcohol and Drug Abuse Services Inc. (2011 - 2015).

Consulting

Academic, Grand Rapids HS, Grand Rapids MN. (August 2021 - Present).

Academic, University of Wisconsin-Superior, Superior WI. (January 2021 - Present).

Academic, Apple Valley SD, Apple Valley MN. (August 2020 - Present).

Academic, Northfield HS, Northfield MN. (August 2020 - Present).

Academic, Cloquet SD, Cloquet MN. (August 2019 - Present).

Academic, Deer River HS, Deer River MN. (August 2018 - Present).

Academic, Jackson Middle School, Anoka MN. (August 2017 – Present)

Michaela Sacra*
at UWRF 2017-2021

♦ University of Wisconsin – River Falls ♦ College of Education and Professional Studies ♦ River Falls, WI 54022 ♦
♦ 508-934-6295 ♦ michaela.sacra@uwrf.edu ♦

EDUCATION_____

UNIVERSITY OF MONTANA, MISSOULA, MONTANA
Doctor of Philosophy   May 2017
Counselor Education and Supervision, CACREP Accredited, GPA 4.0
Doctoral Dissertation: Clients' experiences of counseling in Bhutan,
under supervision of Kirsten Murray, PhD

UNIVERSITY OF MONTANA, MISSOULA, MONTANA
Master of Arts in Counselor Education   May 2013
Major: School Counseling, CACREP Accredited, GPA 3.9

UNIVERSITY OF ROCHESTER, ROCHESTER, NEW YORK
Bachelor of Science, Brain and Cognitive Sciences   May 2008
Emphasis: Neurobiology, Minor: Clinical Psychology, GPA 3.6

LICENSURE AND
CERTIFICATION_____

Licensed School Counselor, State of Montana, Class 6, 112838
National Certified Counselor, Certification Number 632423

PROFESSIONAL
EXPERIENCE_____

Assistant Professor   **August, 2018 –**
Present
Counseling and School Psychology Department, University of Wisconsin – River Falls
- Teach a 3:3 load and have taught or co-taught: group counseling, comprehensive school counseling programming, lifespan and human development, school counseling practicum and internship
- Developing a scholarly agenda, including research on the ethical internationalization of the counseling profession and attitudes and experiences of race in White student populations
- Regularly participate in counseling, department, and college meetings and professional growth opportunities.

Assistant Instructional Professor   **August 2017 – June**
2018

Counseling and Special Education Department, DePaul University, Chicago, Illinois
- Developed curriculum and taught nine courses in three quarters, including: ethics and legal issues in counseling, introduction to the counseling profession, and school counseling practicum, basic counseling skills, multicultural counseling, and theories in counseling
- Involved in Chicago Public Schools and Counselor Educators collaboration team, designing projects for Master's students around eliminating the achievement gap within local community schools
- Regularly participate in counseling, department, and college of education meetings and professional growth opportunities, such as community-based learning initiatives

Adjunct Faculty   **January 2017 – May 2017**
Counselor Education Department, University of Montana, Missoula, Montana
- Developed curriculum and taught school counseling internship, school counseling practicum, and provided group, triadic, and individual supervision for school counseling students.
- Co-taught Multicultural Counseling and Counseling Research courses, developed curriculum for one-third of courses and shared the teaching and grading responsibilities throughout the semester

College Counselor   **July 2016 – December 2016**
Royal Thimphu College, Thimphu, Bhutan
- Created, coordinated, and implemented a counseling program at Royal Thimphu College
- Provided individual counseling and crisis counseling for a variety of issues to students and faculty
- Created and delivered workshops to all dormitories on healthy relationships and communication
- Ran groups on mediation, substance use, smoking cessation, and grief

Affiliate Faculty   **July 2016 – December 2016**
Royal Thimphu College, Thimphu, Bhutan
- Taught two sections of the Orientation to College Learning course.
- Provided faculty training around mental health signs in the classroom, how to respond and refer.
- Regularly participated in faculty development seminars, research presentations, conferences, and business faculty meetings.

School Counselor   **September 2013-June 2014**
Washington Elementary School, Hamilton, Montana
- Created, coordinated, and implemented a developmental and comprehensive guidance curriculum.
- Taught 12 weekly guidance lessons based on the school's needs and evidence-based programming.

- Facilitated counseling groups on divorce, loss, friendship, social adjustment, impulse control, and personal boundaries, and ran a mentor program with first and sixth grade students

School Counselor   **September 2012-June 2013**

Florence-Carlton Middle School, Florence, Montana

- Administered classroom guidance on substance abuse and suicidal awareness and response
- Assessed and implemented appropriate responses to suicidal and homicidal thoughts, including the creation of a safety plan at school
- Led groups around relationship issues in middle school
- Collaborated with the elementary school to provide classroom guidance lessons and counseling groups around organization, impulse control, and friendship
- Worked with individual adolescent students on academic, social, emotional, and career issues

School Counselor   **January 2012-May 2013**

Trapper Creek Job Corps, Darby, Montana

- Provided school and mental health counseling to young adults living on a government-funded vocational training campus
- Implemented groups to address test anxiety, anger management, focus and concentration, college preparation, and transitioning into the workforce
- Integrated various counseling techniques to help students overcome trauma histories, work on interpersonal skills, problem solve and cope with stress in an effort to gain academic and vocational success

Counselor   **September 2015-December 2015**

Intimate Relationships Individual and Couples Counselor, Missoula, Montana

- Provided individual and couples counseling to students in the Intimate Relationships undergraduate class.

Graduate Assistant   **September 2015 – May 2016**

University of Montana Counselor Education Department, Missoula, Montana

- Taught or co-taught 2-3 classes per semester.
- Communicated regularly with the whole department to provide information to faculty and students
- Provided consultation services to prospective students via phone, email, and in person, working closely with the program coordinator
- Assisted with administrative duties and emergency coverage for the counseling laboratory
- Promoted opportunities for students within the Counselor Education Department throughout the college.

Graduate Assistant   **October 2014-July 2015**

Montana Digital Professional Learning Network, Missoula, Montana
- Coordinated online professional development opportunities for educators throughout the state of Montana, increasing the scope of the program and the number of participants by 600%
- Worked closely with multiple organizations to develop and aesthetically present online materials
- Developed a webinar series for Montana school counselors and educators to consistently inform practitioners about policies and practices having to deal with the following issues in schools: homeless youth, suicide, non-suicidal self-injury, and IEPs and 504s

Milieu Counselor   **February 2009-February 2011**
Germaine Lawrence, Inc., Arlington, Massachusetts
- Used specific behavioral management strategies based on Dialectical Behavior Therapy to work in various capacities with adolescent girls with a history of fire setting or aggressive sexual behaviors
- Co-led therapeutic groups around fire setting behaviors and coping skills

TEACHING AND SUPERVISION EXPERIENCE_____

Courses Taught

Group Counseling   **University of Wisconsin – River Falls**
Fall 2018, Fall 2019
- Counseling students learn experientially about group counseling theory, dynamics, and practice
- Students lead a group in class and design a group to be offered in schools
- Facilitate understanding with weekly transitions, group practice, and lecture that emphasizes reflective learning and direct experience

Comprehensive School Counseling Programming   **University of Wisconsin – River Falls**
Fall 2018, Fall 2019
- Students understand and create a comprehensive school counseling program based on the ASCA National Model
- Support students understanding of and ability to implement evidence-based practices within universal school programming

Lifespan Human Development   **University of Wisconsin – River Falls**
Spring 2019
- Students learn and apply varied developmental theories to students, family, and school counseling work.

- Facilitate understanding and layering of developmental theory application through the use of cases, group presentations, and guest speakers

Counseling Internship   **University of Wisconsin – River Falls**
Spring 2019

- Counseling interns learn and practice the many responsibilities that encompass the role of school counselor, while solidifying a personal theory of counseling in their work with students
- Provide individual and group supervision to counseling interns, reviewing sessions to facilitate feedback exchanges that encourage reflective thinking, multicultural consciousness, awareness of personalization issues, the use of theoretically consistent interventions, and attention to personal wellness
- Maintain regular contact with sites and site supervisors, including multiple site visits

Basic Counseling Skills   **DePaul University**
Winter 2018, 2 sections, Spring 2018

- Students learn and apply basic counseling skills, focused in two levels.
- Conduct weekly live, group, and individual supervision and provide feedback to taped recordings and transcripts; Provide feedback and rate skills throughout the quarter
- Areas of emphasis include the counseling relationship, client conceptualization, and feedback

Multicultural Counseling   **DePaul University**
Spring 2018

- Expose students to social justice and the cycle of oppression while considering intersectionality of cultural identities and the impact of this on the counseling relationship
- Generate awareness of one's own culture, values, privileges, and acknowledge experiences of oppression
- Develop counselor skills of attending to culture and its many implications using experiential means

Counseling Theories   **DePaul University**
Spring 2018

- Students learn about and begin to integrate major theories of counseling and psychotherapy with a special focus on gender, culture, counselor preparation, and common theoretically-based assessment and case formulation strategies
- Students begin to align with theories by entering into the perspective of the theorist with different experiential class activities
- Students observe and practice techniques from each theory in a laboratory component

Legal and Ethical Issues in Counseling   **DePaul University**
Fall 2017, Winter 2018

- Students solidify knowledge of professional expectations and standards of care
- Support students' ethical decision-making processes with vignettes and experiential means

- Expose students to the multifaceted and context bound world of ethical application in practice

Introduction to the Counseling Profession   **DePaul University**
Fall 2017

- Students understand and incorporate a clear professional identity as counselor
- Core areas of counseling are introduced and their role in working with a variety of client bases and within specialty areas is emphasized
- Experientially exposed to interviewing, assessing, and defining case conceptualization of a client

School Counseling Practicum   **DePaul University**
Fall 2017

- School counseling students immerse in a school setting, solidifying basic counseling skills and develop a personal theory of counseling
- Conduct weekly group and triadic supervision, facilitating feedback based on personal theory of counseling, multicultural consciousness, and student equity
- Maintain regular contact with sites and site supervisors, attending site visits

School Counseling Methods (Internship)   **The University of Montana**
Spring 2017, Spring 2016, Co-taught Fall 2014, Spring 2015, Fall 2015

- Counseling interns learn and practice the many responsibilities that encompass the role of school counselor, while solidifying a personal theory of counseling in their work with students
- Provide individual and group supervision to counseling interns, reviewing sessions to facilitate feedback exchanges that encourage reflective thinking, multicultural consciousness, awareness of personalization issues, the use of theoretically consistent interventions, and attention to personal wellness
- Maintain regular contact with supervisee sites and site supervisors

Psychopharmacology   **The University of Montana**
Winter 2016

- Facilitate an online course where students learn the basic information about different classes of medication, their side effects, and best uses

Applied Counseling Skills (Practicum)   **The University of Montana**
School Counseling Spring 2017, Mental Health Counseling Spring 2015

- Mental health counseling and school counseling students solidify basic counseling skills and begin developing their personal theory of counseling
- Conduct weekly group and triadic/individual supervision with practicum students
- Manage on-site client contacts, intakes, paperwork, referrals, and terminations

Orientation to College Learning   **Royal Thimphu College**
Fall 2016, 2 Sections

- First year students learn basic academic, personal, and social skills to help succeed in the college setting in Bhutan

Courses Co-Taught

Special Topics: Counseling Skills   **University of Wisconsin – River Falls**
Summer 2019

- School psychology students develop an understanding and apply basic counseling skills by counseling peers in class
- Conduct weekly supervision of skill application in class, maintain half of the grading responsibilities, including evaluating recordings

Counseling Practicum   **University of Wisconsin – River Falls**
Fall 2018, Spring 2019, Fall 2019

- Observe students directly and provide feedback on classroom lessons, group counseling and individual counseling at a local elementary school.
- Provide group supervision focusing on skill development, basic counseling orientation, multicultural consciousness, and student equity based on cases from outside placements
- Maintain regular contact with sites and site supervisors

Multicultural Counseling   **The University of Montana**
Spring 2017

- Expose students to social justice and a variety of cultures, exploring implications in the counseling relationship
- Generate awareness of one's own culture, values, privileges, and acknowledge experiences of oppression
- Develop counselor skills of attending to culture and its many implications using experiential means

Counseling Fundamentals   **The University of Montana**
Fall 2015, Fall 2014

- Students understand and apply foundational counseling skills
- Conduct live, group, and individual supervision with students
- Utilize supervision technology and assist in grading by rating their skill development throughout the semester
- Areas of emphasis include the counseling process, relationship building, and feedback

Counseling Theories in Context   **The University of Montana**
Fall 2015

- Students learn about and begin to integrate major theories of counseling and psychotherapy with a special focus on gender, culture, counselor preparation, and common theoretically-based assessment and case formulation strategies

- Students observe and practice techniques in a laboratory component
- Responsible for the content and activities of two classes and the majority of the grading

PROFESSIONAL PRESENTATIONS

Murray, K. W., Kleist, D., & Sacra, M., Goodman, A., & Vokos, A. (2019). *Doctoral advising as a transgenerational process.* Will be presented at the Association for Counselor Education and Supervision national conference, Seattle, Washington.

Sacra, M. M. (2018). *Counseling in Bhutan: Ethically internationalizing counseling research and practice.* Will be presented at the North Central Association for Counselor Education and Supervision regional conference, Cleveland, Ohio.

Parries, M., & Sacra, M. (2018). *Developing broaching skills in the classroom and supervision.* Will be presented at the North Central Association for Counselor Education and Supervision regional conference, Cleveland, Ohio.

Sacra, M. M. (2017). *Internationalization of the counseling profession in a globalizing world.* Presented at the American Counseling Association national conference, San Francisco, California.

Sacra, M. M., Nichols, L. M., Mueller, S. (2016). *Mindfulness-based interventions in schools.* Presented at the Montana Behavioral Initiative state conference, Bozeman, Montana.

Sacra, M. M. (2016). *The benefits of a college and community relationship: How Counselor Education Departments can collaborate effectively with local schools.* Presented at the School Collaboration Initiative, Missoula, Montana.

Sacra, M. M. & Nichols, L. M. (2016). *A little time can go a long way: Mindfulness in schools.* Presented at the American Counselor Association national conference, Montreal, Canada.

Ahlers, K., Holter, O. & Sacra, M. M. (2015). *Who do I go to for help?: Mental health professionals in schools*. Presented at the University of Montana Pre-Teacher Training Series, Missoula, Montana.

Sacra, M. M. (2015). *Wearing many hats: Preparing school counselors to navigate many roles*. Presented at the Association for Counselor Education and Supervision national conference, Philadelphia, Pennsylvania.

Sacra, M. M. (2015). *Montana Digital Professional Learning Network: Bringing Montana educators affordable and accessible professional development opportunities*. Presented at the Montana School Counselor Association regional conference, Bozeman, Montana.

Ahlers, K. & Sacra, M. M. (2014). *Who do I go to for help?: Mental health professionals in schools*. Presented at the University of Montana Pre-Teacher Training Series, Missoula, Montana.

PUBLICATIONS & RESEARCH_____

Sacra, M. M. & Nichols, L. M. (2018). Globalization and internationalization: The implications on the mental health field in Bhutan. *International Journal for the Advancement of Counselling*, 1-12.

Nichols, L. M., Goforth, A. N., & Sacra, M. M. (2017). Mental health support in rural and Native American communities: Considerations for school counselors collaborating with school psychologists. *The Rural Educator, 37*(3).

Lester, S. V., Sacra, M. M., Durham, J. C., & Nirola, D. K. (under review). Youth suicide in Bhutan: A stress and resilience approach.

Tovar-Murray, D., Sacra, M. M., Nehrke, P. (under review). The psychosocial cost of racism on White college students' career aspirations.

Sacra, M. M., & Murray, K. M. (in process). Bhutanese clients' experiences of mental health counseling: Internationalizing the counseling field.

GRANTS AND FUNDING_____

Sacra, M. M. (2019). Faculty and Instructional Academic Staff Professional Development Grant. *University of Wisconsin – River Falls Professional Development Fund. Funded Award amount: $1000.*

Sacra, M. M. (2018). Faculty and Instructional Academic Staff Professional Development Grant. *University of Wisconsin – River Falls Professional Development Fund. Funded Award amount: $1000.*

Sacra, M. M. (2014). Meryl Bainbridge Scholar. *Funded Award amount: $10,000.00.*

Sacra, M. M. (2016). Clients' Experiences of Counseling in Bhutan. *University of Montana Creative Research and Travel Scholarship. Funded Award amount: $1000.*

Sacra, M. M. (2016). A Little Time Can Go a Long Way: Mindfulness in Schools. *University of Montana Counselor Education and Supervision Travel Scholarship. Funded Award amount: $500.*

Bennett, J. A. & Sacra, M. M. (2015). Mindfulness Model for Alternative High School Success. *Montana Health Care Foundation. Unfunded Award amount: $100,000.00.*

HONORS AND AWARDS_____

- Selected as the first University of Montana Affiliate Faculty for the Royal Thimphu College of Bhutan in 2016.
- Selected to attend a Women's Leadership Forum at University of Montana in March, 2016.

- Received Rocky Mountain Association for Counselor Education and Supervision volunteer award in October, 2015.

VOLUNTEER
SERVICE_____

- Serve on Counseling and School Psychology Department scholarship committee. Spring 2019 – present.
- Faculty advisor for School Counseling Program Student Group. Spring 2019 – present.
- Participate in admissions process for incoming students to UWRF Counseling Program.
- Advise students in UWRF Counseling Program. Spring 2019 – present.
- Presented on clinical services panel at the University of Montana College of Education seminar. 2016.
- Rocky Mountain Association for Counselor Education and Supervision graduate student volunteer. 2015.
- Student Evaluation Committee, reviewing a faculty member's evaluations. 2014.
- Remediation and Gatekeeping Committees, identifying student weaknesses, creating action plans to improve performance, and evaluating improvement. 2015-2016.
- Camp Counselor for GEAR UP camp, increasing awareness of undergraduate programs for middle school students in underserved areas throughout Montana. 2012.
- Facilitated a GUTS (Girls Using Their Strengths) group, providing coping skills, relationship building skills, and mentorship to 5th and 6th grade girls. 2011.

SPECIALIZED
TRAINING_____

Trauma-Informed Teaching in Counselor Education   **September, 2019**

- Webinar presentation and discussion about best practices for teaching counseling courses to and supervising students who have experienced trauma.

Grant Workshop   **July, 2019**

- Small faculty training on how to search for, target, and apply for research, practice, teaching grants.

Community-Based Service Learning   **September, 2017**

- University training on incorporating community-based service learning into classrooms, designing syllabi with projects and assessments completed in collaboration with community organizations

Gottman Institute Level II Clinical Training   **November, 2015**

- Second level training working with couples in conflict. Includes comorbidities, such as working with couples and partner violence, affairs, substance abuse, PTSD, and depression. Partnered with a practicum at the university where I worked with couples.

Gottman Institute Level I Clinical Training   **September, 2015**

- First level training working with couples in conflict based on extensive couples research.

University of Montana Institutional Review Board   **April, 2015**

- University training on ethically working with human subjects in research.

Psychopharmacology   **September, 2014**

- University of Montana seminar discussing the different classes of medication and how to competently advise and consult with clients looking to or already taking medication.

Moodle Training   **September, 2014**

- Workshop for Online Course Tools and Instruction.

PROFESSIONAL MEMBERSHIPS

- **American School Counseling Association**
- **American Counseling Association**
- **Association for Counselor Education and Supervision**

Appendix G: External Reviewer's Report (Optional)

This optional report was not requested.

Appendix H (Optional): **Faculty, student, alumni, and other survey results if available. Incorporate relevant observations from these into the narrative statements for sections one and two**

Declined this option