

## **2017-2018 Annual Program Report**

Last year, graduate numbers totaled 29 across the programs with 5 Ph.D., 10 Mental Health, and 14 School Counseling. Our graduates consistently score significantly higher on National Board of Certified Counselor licensing examinations than graduates of non-accredited programs across the nation. The overall pass rate on the pooled NCE results consistently exceeds 95%. The Wyoming Mental Health Licensure Board requires passing NCE results for full licensure.

Job placement rates average 100% for appropriate positions as faculty members in higher education, school counselors (100%), and mental health counselors (92%). Completion time for doctoral students is 3-4 years and 2 years for full-time master's students. Completion rates hover at 80% for Ph.D. students, and come in at 82% for the Mental Health students with 100% for School Counseling students.

Approximately 73 students are enrolled currently in the University of Wyoming's counseling programs including Ph.D. in Counselor Education and Supervision plus M.S. in School Counseling and Mental Health Counseling programs in Laramie as well as the M.S. in School Counseling and Mental Health Counseling programs in Casper (UWC). Annually, on the Laramie campus, usually 50-55 master's applicants are screened from among the applicants and invited to interview day. Meanwhile, following screening, approximately 8 - 15 doctoral applicants attend personal interview days. As a result, the program faculty members invite 6-8 doctoral students and a maximum of 24 master's students to join our learning community.

Meanwhile, on the UWC campus, the student cohort is entering the third of three years of this intensive weekend program and will graduate May 2019! While an informational meeting regarding the next UWC cohort is scheduled for September 22, 2018, applications are accepted currently with a deadline of December 1, 2018 for the new cohort starting August 2019.

The University of Wyoming - Laramie, and the University of Wyoming – Casper are located in the heart of the Rocky Mountains. Both communities hold distinctive identities as important cities in a frontier state. The locations are ideal for a wide range of outdoor sports ranging from skiing and snowshoeing in the winter to camping, fishing, rock climbing, and cycling in the summer. We have fun!

Counseling faculty use all evaluation data we receive to continue to shape the future directions of our programs. Survey results from stakeholders and other input data were reviewed, analyzed, and then used during weekly program meetings to strategically guide continuous improvement, make necessary changes and adjust procedures. The data input, latest modifications and relationship to program objectives are seen in the chart below.

<b>MS Program Objective</b>	<b>Input</b>	<b>Modification</b>
<b>prepare students who</b> demonstrate academic preparation by completing an approved program of study that meets the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs	Graduation Rate Student Input NCE results  Indicate a need to reduce the worry regarding gatekeeping due to knowledge and skill development	Faculty and doctoral supervisors keep students constantly abreast regarding skill evaluation. A standard remediation plan was implemented to ensure understanding of expectations for those students who need extra support.
<b>prepare students who</b> demonstrate development as culturally competent, skilled & ethical counselors	Student Input KPI Data Analysis NCE results Graduate, Supervisor and Employer Surveys  Indicate a lack of preparedness particularly regarding assessment and program evaluation	Assessment and the research courses are taught by either adjunct faculty or faculty outside our program. Assessment now has a competent doctoral student teaching to offer solid instruction. Program evaluation was moved into school and mental health courses to offer a focused understanding and application.
<b>support students to</b> develop a professional identity as a professional counselor including the areas of advocacy, leadership, social justice, and promotion of caring communities.	Student Input Graduate, Supervisor and Employer Surveys  Indicate more work is needed to mentor and connect students	Increase encouragement and participation in Chi Sigma Iota and require additional community service activities as part of classes
<b>help students</b> demonstrate a clear vision of their professional and academic goals	Student Input Graduate, Supervisor and Employer Surveys  Indicate satisfaction with professional and academic goals, especially pleased with helping relationships as well as support when job seeking	Continue with student to student mentoring and faculty advising sessions
<b>PhD Program Objective</b>	<b>Input</b>	<b>Modification</b>
<b>prepare students who</b> demonstrate a clear vision of their counselor educator identity regarding their professional goals and academic preparation by developing and completing an approved program of study that meets the standards set forth by CACREP	Graduation Rate Student Input  Indicate we are on track	GRE scores will continue to be required for admission to maximize the potential for successful preparation and graduation of our students.
<b>support students to</b> demonstrate development as culturally competent, creative, skilled and ethical counselors, supervisors and educators especially related to the areas of advocacy, leadership, and social justice.	Student Input Graduate, Supervisor and Employer Surveys  indicate a lack of faculty awareness, mentoring and consideration for persons of color.	Faculty applied and were awarded several funding sources (GRI and URDM grants) to pay for: travel to visit UW, opportunities to meaningfully engage, and offer graduate

		assistantships to URDM students to diversify and enhance understanding among all.
<b>help students</b> develop a professional identity as counselor educators and academic researchers by demonstrating a clear and active research agenda that includes a plan of action for professional presentations and manuscripts	<p>Student Input Graduate, Supervisor and Employer Surveys</p> <p>Indicate a lack of direction and guidance related to scholarly expectations and production.</p>	Faculty implemented an addition to the doctoral handbook that delineates specific research expectations to enhance researcher identity and production.