

Professional Studies Department
Annual Report, June 2012
Prepared by Mary Alice, Department Head

Section 1: Introduction

The Professional Studies Department welcomed the Special Education faculty members and programs July 1, 2011 to join with the programs and courses offered by faculty of Adult & Postsecondary Education, Counseling, Educational Leadership, Educational Research and Instructional Technology. Currently, our department is comprised of 24 full-time faculty members who deliver a variety of graduate programs (PhD, EdD, MS, MA) as well as certificate programs, minors, and undergraduate courses that support the college's Teacher Education program and other programs across campus.

The foundation of our work with students and colleagues is based upon our core value of respect, inclusion, collaboration, lifelong learning, and leadership. We believe that our goals and aspirations can best be met by promoting the scholarly integration of all aspects of our work, the fostering of an intellectual community, and the development of an attitude of professional leadership and stewardship. With our two office associates and faculty members all located together on the recently renovated 3rd floor of the Education Building, our diverse perspectives have led to quite an esprit de corps and many accomplishments.

- **Recruitment** of more highly qualified graduate students for our programs was supported by competitive grant monies of \$10,000 awarded to our department by Academic Affairs. We appreciate new networking connections across the university and the informative workshops given by Associate Provost Hansen and colleagues. We are pleased that among our newly admitted students are three who are deemed as highly qualified thus awarded supplemental university funds these next two years.
- Continued improvement and success in **recruitment** seems even more eminent with the complete reworking of our entire department website, newly launched March 2012, made possible by Associate Provost Hansen and Academic Affairs. Now, we are working with Matt Winninger to optimize traffic to our website as well as asking Montica Willmschen to help us with marketing materials and strategies.
- With attention on **recruitment**, faculty garnered ideas from each other's application procedures and made helpful revisions to program practices across the department. Thus, faculty carefully reviewed, screened and interviewed applicants to invite the most qualified candidates for graduate studies. As a department we reviewed 190 completed applications. The large majority of these individuals were granted individual interviews (face-to-face or Skype) or campus interviews (group and individual).
- **Retention** complements recruitment, and the recent award of the Graduate Mentoring Initiative funds and graduate assistantship by Academic Affairs has enhanced the motivation of our program faculty to expand implementation of evidence-based mentoring practices that may increase the graduation rates for our doctoral students.
- Professional Studies faculty supported the **graduation** of 104 graduate students (summer 2010 to spring 2011). This included the assessment of a variety of capstone experiences (individual and team-based projects, electronic portfolios, research critiques, case study analysis, clinical vignettes...) and dissertations across a range of

disciplines.

- **Teaching** expertise brought forward two major awards for department faculty members. Dr. Michael Day, now professor emeritus, was honored with the Ellbogen Lifetime Teaching award, while Dr. Cliff Harbour was honored to receive the Hollon Family Award for Teaching Excellence in Off-campus Programs.
- Faculty members of the Instructional Technology program designed and are now implementing a UW **Graduate Certificate in Online Instruction** that will address instructional needs across the educational spectrum. At this time, faculty members are advising 4 students who are beginning the certificate while answering inquiries from other interested parties.
- A **Special Education Director's Wyoming Certificate** that incorporates current core courses was approved by Wyoming Professional Standards Teaching Board (PTSB) and is now implemented by Educational Leadership and Special Education faculty to answer school district and student needs.
- **Full Accreditation** for the possible eight years seems quite likely for the master's and doctoral Counseling programs with the site team reporting "all standards met" (an unusual occurrence) to the Council for the Accreditation of Counseling and Related Educational Programs whose members meet in July 2012 to finalize accreditation decisions.
- Thanks to the outstanding vision and support of Dean Persichitte, planning for **renovation and expansion of the Counselor Education Training Clinic (CETC)** has begun with a construction start date of June 2012. The CETC serves needs of Lab School students, university students and staff. In addition, the Wyoming Department of Health-Mental Health and Substance Abuse Division certified the CETC to provide substance abuse assessments for the university community. The department's Rocky Mountain Center of Play Therapy Studies (RMCPTS), one of only 14 approved play therapy centers in the country, is also located in the CETC.
- Faculty and students engaged in a variety of **international collaborations**. Primary was Dr. Kent Becker's Photovoice Project at Aarti Home for orphaned girls in Kadapa, India. Dr. Becker's project offered a community-based participatory research and advocacy approach that provided girls the opportunity to convey their lives and challenges through photographs and narratives. Dr.'s Aagard, McGriff, Young, and Bruce visited with several of the delegation from the Universidad de Valle de Guatemala regarding possibilities for student and faculty exchanges. Dr. Aagard also presented papers at the Association for International Agriculture and Extension Education (World Conference) in Namibia, Africa.

Section 2: Academic Planning Implementation

As a department we are committed to addressing the goals and objectives outlined in our department plan. The status of each goal is highlighted below.

Goal 1: Strengthen our department by reviewing and revising existing programs, partnerships and options for the future. (*UP3 Action Item 96, Promoting access to higher education, and Fostering excellence*)

1. In response to Wyoming's changing needs and numerous student inquiries, the Educational Leadership and Adult/Postsecondary faculty will bring forward this year a combined degree for Educational Administration encompassing their doctoral

degrees. Students will be able to focus on K-12 or community college and higher education leadership by means of this collaboration.

2. Beginning fall 2012, the Educational Leadership master's courses will be available in a fully online format as well as the current blended format delivered in Casper and Rock Springs.
3. Counseling and Educational Leadership faculty continued to focus on critical issues facing administrators, counselors, and educators in Wyoming by joining and participating in Wyoming professional organizations. For example, Counseling faculty members all presented for a highly successful collaborative "keynote" day at the annual fall conference of the Wyoming Counseling Association.
4. With the very positive result of their April 2012 accreditation site team visit, Counseling faculty were pleased to conduct their usual end-of-the-semester retreat and implement some of the team's positive suggestions for even more effectiveness in meeting student needs and ensuring graduate success.
5. Counseling faculty successfully oversaw the completion of the third cohort of the Early Childhood Mental Health Professional Certificate Program. This cohort included professionals from across the state who completed 10 credit hours, 100 practicum hours and 50 reflective consultation hours. *UP3 Action Item 91; CoEd Action Items 12 & 13.*
6. With the establishment of the Rocky Mountain Center of Play Therapy Studies, Dr. Kara Holt is proposing a UW Graduate Certificate in Online Play Therapy program that meets the 150 clock training hours required by the Association of Play Therapy to become a Registered Play Therapist.
7. The Adult Learning and Technology program now has been split into the Adult & Postsecondary and the Instructional Technology programs, thus curriculum revision and updating have been crucial this year.
8. While revisions already are in place, Instructional Technology faculty continue streamlining and updating their degree offerings (Ph.D. & Ed.D.) to include more required courses and fewer electives to improve their graduate programs (based on the Graduate Education White Paper). This next year, the faculty members are focused on recruiting higher quality master's students.
9. The vast majority of the department faculty attended the college's optional May 2012 Ed.D. retreat, developed by Dr. Young and led by Drs. Young, Becker and Harbour of our department, to learn about current trends and possibilities for graduate programs. Working in program areas, attending faculty created an overview of program opportunities and specific action plans for development this next academic year.
10. Qualitative and quantitative research minors are now in place and offered to doctoral students, thanks to the Educational Research faculty and their task force.

Goal 2: Promote and elevate the scholarly productivity of department faculty members.
(*UP3 Fostering Excellence*)

11. Scholarly production continues to be a focus with department faculty members inspired and motivated by collaborative research projects together complementing the formal mentoring of new faculty and graduate students within our department.
12. Scholarly production included the expansion of our annual Professional Studies

Research & Scholarship Symposium, April 2012, during which faculty members of the department and graduate students presented their research work and engaged in critical dialogues with colleagues. This year, the department task force, led by Dr. Martin Agran, invited graduate students from other college departments as well as our own faculty members and graduate students to submit proposals for consideration. A buffet lunch was served to draw attendees into conversations around the room with the surrounding poster presenters. For this now annual event, we intend to invite all college faculty and graduate students to submit proposals this next academic year.

13. The department joined the dean's office in supporting two faculty members to engage in a research semester, 2011-2012, and have committed to supporting a research semester for two additional faculty members next year.

14. For additional information, please refer to Section 4.

Goal 3: Implement recruitment, retention and graduation strategies to improve student graduation rates and increase the diversity of our faculty and student populations. (*Promoting access to higher education and Fostering excellence*)

- The Graduate Student Initiative and Graduate Mentoring Initiative have provided such support that we are surging with a “can do” attitude in our department.
- Complete revamping of the department website, as discussed, appears to be a tremendous boon to our efforts for the pride of current students and graduates as well providing easily accessible information to potential applicants.
- All program areas are in the process now of creating a month by month marketing plan with materials for specific target audiences.
- Faculty members across all program areas have mentored graduate students in preparing conference proposals, manuscript submissions and job searches.
- Faculty of all programs (except Special Education who will begin fall 2012) reviewed the status and progress of all graduate students, then followed their formal notification process (five letters with varying messages as appropriate to the need) to alert students not making adequate progress and to help them return to adequate progress status.
- For additional information, please refer to Section 6.

Goal 4: As a newly formed department, develop a departmental structure that will assist in clarifying our collective identity and support the continued success of programs, faculty and staff members. (*Promoting access to higher education and Fostering excellence*)

- As a department we meet on a monthly basis to address department-level conversations, and program faculty met on a weekly or bi-weekly basis to address program-level needs. This meeting structure supports the development of our departmental identity while continuing to support the success of individual programs. Every month this year to build personal connections, different program faculty outlined their degree offerings, career possibilities, long term vision, and research agendas.
- Program Coordinators meet twice monthly to address effective implementation of department policies and procedures. These meetings have allowed cross-pollination among the different program areas, and have led to a variety of discussions about

possible programmatic collaborations.

- First-year and second year faculty members meet with the department head and associate department head weekly to support their transition to higher education, consult regarding teaching, clarify reappointment expectations and encourage active research agendas (including collaborative research projects and support). Each new faculty members was assigned a research mentor plus encouraged to ask for informal mentoring from all department and college faculty.

Section 3: Teaching Activities

Curriculum development was a primary focus this year of all department programs with promising results and specific action steps noted in Section 2: Goal 1. Verbal encouragement, responsive website changes, and recognition in our department meetings help reward the hard work of the faculty and staff.

As with all departments in the College of Education, teaching excellence is an expectation. Our faculty members emphasize continuous improvement of their instruction on campus and through Outreach (online, community-based, hybrid, compressed video...). At the department level, all pre-tenured faculty are observed by the department head/associate department head and are asked to invite at least one other colleague into their classrooms/online to provide written feedback and support. Also, students evaluate all courses. Faculty members review all these ratings and feedback closely as they strive to provide the best educational experiences possible. Any issues that come forward, I discuss ASAP with the faculty member to support positive change. Faculty and graduate students (with teaching loads) are highly encouraged to utilize the resources at the Ellbogen Center for Teaching and Learning (ECTL) in addition to workshops offered through Academic Affairs and Outreach.

As the department head, I invite each faculty member to meet individually with me during the summer to establish goals for the next year. Discussions regarding teaching, research and service lead us to celebrate accomplishments plus specify timelines for improvement/support, as appropriate. This year, I assigned teaching mentors to two faculty members who were encountering instructional difficulties.

Meanwhile, Dr. Craig Shepherd topped our department with his outstanding teaching, thus faculty members and students joined me to nominate him and are pleased he was given the college's Outstanding Faculty Teaching Award this year. Actually, other faculty, students and graduates joined me in nominating Dr. Heather Duncan for the Ellbogen Meritorious Classroom Teaching Award, but she was not chosen this year.

Section 4: Research and/or Creative Activities

With approximately 39 refereed publications and over 47 state, regional, national and international refereed presentations, Professional Studies faculty continue to contribute to their disciplines in a manner that expands the knowledge base of their fields and communicates our commitment to research and scholarly productivity.

This year, the department awarded approximately \$6,000 in funds to support faculty research projects. This funding was a competitive process whereby the Program Coordinators made the awards.

With our emphasis on scholarly production and finding ways to support each other, our annual Professional Studies Research & Scholarship Symposium, April 2012, greatly

exceeded last year's numbers. Presentations for this day included panels, posters and round tables in addition to the traditional presentation style resulting in 34 presentations (compared to 18 last year) given by 41 (as compared to 29) total presenters.

The culture of our department involves talking about our research projects and inviting colleagues to join teams. This next year, during our department meetings, we will highlight the various research teams and their work. With the updating of the college's tenure and promotion document summer 2012, I anticipate lively dialogue as all faculty members consider the document update.

Section 5: Service, Extension and Outreach Activities

Professional Studies faculty members continue to be very active in the area of service. This includes service to the department, college, university, state, professional associations, editorial boards, accreditation organizations, advisory councils, etc. Faculty actively model (for graduate and undergraduate students) the need to be involved in leadership roles that have the potential to positively impact our professions and those we serve (students, communities, administrators, learners, clients...).

As a department we deliver programs on campus and partner with UWCC and the Outreach School to deliver programs throughout the state, region and nation. We use distance technologies to increase access and to improve the learning opportunities for student learners. Programs/courses in the areas of Counseling, Educational Leadership, Adult and Post Secondary Education, Instructional Technology and Educational Research include active collaborations with Outreach. While some of these programs/courses are delivered exclusively through Outreach, other programs are delivered using combinations of online, compressed video, Eluminate, and face-to-face instruction. With the new outreach funding model, we are strategizing as to how to best serve student needs and realistically support our college and faculty.

Section 6: Student Recruitment and Retention Activities and Enrollment Trends

Program faculty actively reviewed, screened and interviewed applicants to invite the most qualified candidates for graduate studies. As a department we reviewed 190 completed applications. The large majority of these individuals were granted individual interviews (face-to-face or Skype) or group campus interviews. Final ratings resulted in acceptance rates of 42% (Counseling), 89% (Educational Leadership), 75% (ITEC), 41% (Adult/Postsecondary), and 67% (Special Education). Effective recruitment strategies this year included travel reimbursement (up to \$350) for potential doctoral applicants; social activities with faculty, current students and applicants; mailings to Wyoming school districts and regional institutions to advertise our programs.

Recruitment issues vary program to program. Program faculty members have strategized within each program for this next year. For example, while doctoral application numbers continue to increase, counseling moved the doctoral application date to Dec 15 rather than Jan 15, to beat competitors with earlier invitations. Meanwhile, all three of the department's highly qualified recruited students (as assessed by GRE scores) are counseling students who are committed to UW.

With student retention also a priority, our department offers support including program orientation sessions, flexible advising strategies, use of student list serves to disseminate information, support of social gatherings, conference travel support (\$6500

granted), scholarship support (\$33,100 awarded), student mentoring programs, and solicitation of student feedback through formal and informal methods for positive changes.

However, the trend is for distance, part-time doctoral students, who are often fully employed, to not complete their dissertations and graduate. As a pilot project for our entire department, Adult & Postsecondary Education and Instructional Technology faculty conducted and evaluated an April 2012 on-campus workshop for 19 distance doctoral students (1st and 2nd year). The Instructional Technology faculty members also setup a Ning website, a promising social network that creates a learning community and connection for current students, faculty and alumni. Consideration is being given for the entire department to be members of this website. We are investigating other strategies to pilot this next year.

Section 7: Development Activities and Public Relations

With our department website as an excellent landing site for public relations now, we are ready to continue our own work and improve as a caring learning community. On the third floor, we have a very large showcase which features a picture(s) of each faculty and staff member along with a few words about each person. Another case is filled with copies of our latest research articles. We cultivate collegial support among ourselves with baby showers, wedding showers, and department holiday parties. Friday afternoon snow shoe hikes occur in winter months. Our department organizes Women's Friday afternoon celebrations every semester for all the college faculty women.

The college publication, the Blackboard, often contains stories about our students, graduates and faculty. Most recently, the UWYO magazine offered a story about Dr. Becker and his Photovoice project. We are not shy about putting forward ideas to feature our department members.

Section 8: Classified and Professional Staffing

Current staffing is quite successful. Maintaining two office associate positions within our department is essential. With distinct job descriptions, each office associate provides invaluable service toward the enhancement and maintenance of our many (and varied) graduate programs. Both individuals are student-centered and support the success of our students (graduate and undergraduate) from the application process through graduation. To say that they are the "lifeline" of our department is not an exaggeration.

Confidentiality is crucial in such a small community as Laramie and Wyoming. We did have to handle a problem this year with a former staff member who is no longer with us. I appreciate the professionalism and insightful help given by Rod Lange, Mary Petrowski, and Taimi Kuiva as well as those within our college.

Section 9: Diversity

One successful faculty search for an associate professor position was conducted during the 2011-2012 academic year. The following sources (online and hard copy as possible) were utilized to increase access to diverse candidates: 1) UW website; 2) *The Chronicle of Higher Education*; and 3) *Academic Keys*. Although it is difficult to determine the diversity of the search pools, we do feel that we were successful in attracting highly qualified candidates and then hiring an international applicant.

Section 10: Assessment of Student Learning

As required, a graduate program from each program area within the department has been identified for 2011-2012 to focus on assessment. Identified programs include:

- M.A. in Education, Educational Leadership (Tier 1)
- M.S. in Counseling (Tier 1)
- M.A. in Education, Adult & Post Secondary Education (Tier 2)
- M.S. in Education, Instructional Technology (Tier 2)
- M.S. in Education, Special Education (Tier 2)

M.A. in Education, Educational Leadership (Tier 1)

1. Assessments: The following types of assessment(s) have been implemented for this degree program
 - Student learning portfolios
 - Examination of student work examples
 - Internship/externship reviews
 - Oral examinations
 - Simulation exercises
 - Capstone projects
2. Strengths and Challenges: Educational Leadership faculty received a grant from ECTL to work on program assessments. They completed realignment of curriculum and assessments in master's and principal certificate core courses. This year they will focus on doctoral level course and assessment review. The National Council for Accreditation of Teacher Education (NCATE) and the Educational Leadership Constituents Council (ELCC) accredit all programs in Educational Leadership. ELCC has granted full 8-year accreditation through 2015.
3. Assessment Project: The educational leadership graduate programs have evolved over the past 5 years from solely campus-based face-to-face course delivery to Outreach delivery using blended methods. To ascertain student satisfaction with a) delivery methods and, b) the online component of blended delivery, the educational faculty conducted two surveys.

The first survey measured graduate students' preferred course delivery methods. All students indicated greatest preference for the blended format of intensive face-to-face Outreach weekends in Casper/Rocksprings in conjunction with an online component; the second overall most preferred delivery method was online. The least preferred delivery methods for master's students were on-campus and video-conferencing courses; doctoral students least preferred on-campus courses, but liked video-conferencing courses.

With regard to online delivery, the survey explored student perceptions of five variables: course rigor, student learning, course organization, clarity of expectations, and student time spent. Findings indicated student learning correlated highly with the level of organization of the online component and clarity of expectations. Where students indicated high levels of learning, they also indicated the value of the online component as a means to interact with peers and the instructor, to listen to others' perspectives, and to bridge the monthly intensive weekend classes. However, when

online components were less well organized and expectations unclear, students indicated low levels of learning and high levels of frustration.

Faculty members are using these survey findings as they plan future program delivery that is accessible, high quality, and student-centered that best fits the needs of their graduate student population that is dispersed across the state of Wyoming and neighboring states.

M.S. in Counseling (Tier 1)

1. Assessments: The following types of assessment(s) have been implemented for this degree program
 - Standardized Test (National Counselor Exam)
 - Examination of student work examples
 - Internship/externship reviews
 - Oral examinations
 - Simulation exercises
 - Capstone project (clinical vignette)
 - Alumni survey
 - Student dispositions
2. Strengths and Challenges: The Council for Accreditation of Counseling and Related Programs (CACREP) accredits all programs in Counseling. CACREP has granted full 8-year accreditation through 2012. As previously stated, **Full Accreditation** for the next eight years seems quite likely for the master's and doctoral Counseling programs with the site team reporting "all standards met" (an unusual occurrence) to the Council for the Accreditation of Counseling and Related Educational Programs whose members meet in July 2012 to finalize accreditation decisions.
3. Our Counseling program faculty members have developed a Comprehensive Evaluation Plan (CEP) (please see Appendix A) which we believe ensures continuous, systematic program evaluation and monitors the processes and procedures we use to assess student learning outcomes, thus leading to informed program changes. At different times as students progress through their programs, in-keeping with the CEP, we obtain information systematically from a comprehensive network of stakeholders including students, faculty, faculty colleagues, clinical supervisors, employers and graduates. Students' progress is monitored beginning with program application through graduation and subsequent employment. Throughout, program assessments, individually and collectively, offer information for performance feedback and ongoing program improvement.

Assessments: A wide variety of assessments are used to monitor program excellence. Related to curricula, evaluation includes the core and program area standards in all the courses, instructional modalities and strategies, and graduate/employer satisfaction of students' knowledge and skills. Overseeing the "systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development" (CACREP, 2009, p.85) is also a purpose of

the assessments. Finally, the ongoing assessment results are carefully considered, provide a credible foundation for program change, and promote continuous improvement.

Curriculum: Encompassed in the curriculum are the knowledge, skills, and practices of the counseling profession. While the CACREP standards are the foundation of the required curricula experiences, the faculty members bring current research, emerging trends and evidence-based practices, and their own research findings into all courses to create relevant, meaningful teaching and learning. Already instituted are the formal assessments every semester of the learning outcomes which are conducted of students' knowledge and skills related to counseling identity, professional practice, program area specialties, and doctoral standards. Formal counseling faculty retreats conducted every semester provide opportunities for continuous evaluation of curricula, instructional practices, internship sites, internship evaluations specific to each program specialty, and handbook materials.

Stakeholders: Critical to the operation of the CEP is the participation of students and faculty (core and non-core) along with the help of other stakeholders such as supervisors, employers, and program alumni. In creating an inclusive learning community of top-quality students, every year the faculty assess (1) their ability to recruit, enroll, support, and graduate a diverse group of students; (2) the admittance of those applicants whose career goals are relevant to the program, possess an aptitude for graduate-level study, and demonstrate potential for forming effective and culturally relevant interpersonal relationships; and (3) support by means of an orientation and handbooks which provide students with necessary information and help through the program.

For the faculty, continuous assessment occurs regarding: (1) the program's ability to recruit, employ and retain a diverse faculty whose professional identity is with the counseling profession; (2) scholarly production and appropriate service of the faculty; and (3) a doctoral degree in Counselor Education and Supervision as well as appropriate credentials. The non-core faculty members are assessed also as to their qualifications, professional service, and affiliations. Since the most recent accreditation visit, we have been monitoring the data related to these two points by means of annual faculty reviews and reports each spring.

Teaching and Learning: Students are admitted as cohort groups who have a planned program of study according to their program specialty. The program of study incorporates the appropriate CACREP standards for counseling identity and professional practice. In addition, students must demonstrate proficient knowledge and skills in their program specialty. Faculty members evaluate all course activities, projects, and simulations with a variety of assessment tools and rubrics for all specialty standards. Also, every semester the effectiveness of the instructor and course effectiveness are assessed as to student outcomes. In-keeping with the

CACREP standards, required faculty-student ratios are upheld for various courses and experiences. Examples of assessments and rubrics for each syllabus are included in the self-study. In addition, practicum/internship mid-term reports, practicum/internship final report, student self-evaluations, student evaluation of internship site report are ongoing data points that are examined and used in continuous program improvement.

Professional Identity: With a focus on supporting students' personal and professional growth, embracing the professional identity of a counselor is an ongoing formal and informal process. Weaving the curricula into meaningful teaching and learning experiences provides a formal basis for professional identity. In addition, formal mentoring among and between students and faculty, advising meetings, informal conversations in the Counselor Education Training Clinic (CETC), student participation on faculty research teams and in research studies, and collaboration in professional meetings/conferences all contribute to the development of students' identity with the counseling profession. Via the annual evaluation process and as indicated in the handbook, students' progress is supported and documented in a systematic and development manner with a formal letter to each student. The faculty advisors sign the letters, and student signatures are required to indicate receipt. When needed, a performance improvement plan is developed and implemented. Meanwhile, every weekly program faculty meeting includes time for student appreciation and issues. Faculty members share proud moments for students regarding their professional and personal growth, and also share any student concerns which results in collaborative discussion regarding needed support and action steps with a follow-up performance improvement plan facilitated by the advisor, created by the student, and approved (with changes as needed) by all the core faculty.

Capstone Experience: The capstone experience provides information as to the students' readiness to move forward as graduates who become counseling professionals. The capstone can take several forms including evidence indicating effectiveness of internship activities, portfolio preparation and presentation, or dissertation work. Specific assessments are used for each type of evidence in an ongoing assessment.

Graduation and Employment: Recruitment, retention, and support of students through their program may find success in graduation and appropriate employment. Provisional licensure and certification can be a result of graduation that serves to support graduates in finding desired employment as professional counselors or counselor educators. The National Counseling Exam, required for full licensure in Wyoming, usually is taken by students in their graduation semester also provides valuable evidence related to integration of knowledge, skills and practices. Evaluations every three years by employers, supervisors and graduates themselves serve as informative evidence that helps in continuous program modifications.

In conclusion, the counseling program's Comprehensive Evaluation Plan (as depicted in Appendix A) is based on a systematic, comprehensive assessment of all program components and supports a systematic, development evaluation of student progress.

M.A. in Education, Adult & Post Secondary Education (Tier 2)

1. Assessments: The following types of assessment(s) have been implemented for this degree program:
 - Examination of student work examples
 - Oral examinations
 - Capstone projects
 - Final Case Studies
2. Strengths & Challenges: Strengths include students actively working in the field within a variety of settings that utilize assessment strategies. Students are invested in their program area and typically interested in supporting assessment efforts. The primary challenge is that the majority of students are off campus and busy (typically working full-time). Designing a survey that is meaningful and addresses their needs will be critical to obtain a strong sample.
3. Assessment Project: Drawing on anecdotal reports and student feedback, program faculty developed a student satisfaction survey which they are distributing this summer for current and recently graduated students. This survey invites participant input on program structure, support, advising, and suggestions for improvement as the EDADMIN doctoral program is implemented.

M.S. in Education, Instructional Technology (Tier 2)

1. Assessments: The following types of assessment(s) have been implemented for this degree program:
 - Examination of student work examples
 - Student learning portfolios
 - Oral examinations
 - Capstone projects
 - Final Case Studies
2. Strengths & Challenges: Strengths include students actively working in the field within a variety of settings that utilize assessment strategies. Students are invested in their program area and typically interested in supporting assessment efforts. The primary challenge is that the majority of students are off campus and busy (typically working full-time). The faculty members have been creative in creating an assessment project that offers a variety of benefits.
3. Assessment Project: During spring semester, the Instructional Technology faculty members, Drs. Doris Bolliger and Craig Shepherd established a Ning website. Ning creates social network that builds connections among current students, faculty and alumni. At this time, the faculty members are pleased with the responsiveness and participation of the current students, but they have not completed their formal evaluation. They are appealing to their graduates and believe that as more students graduate, they will continue participation.

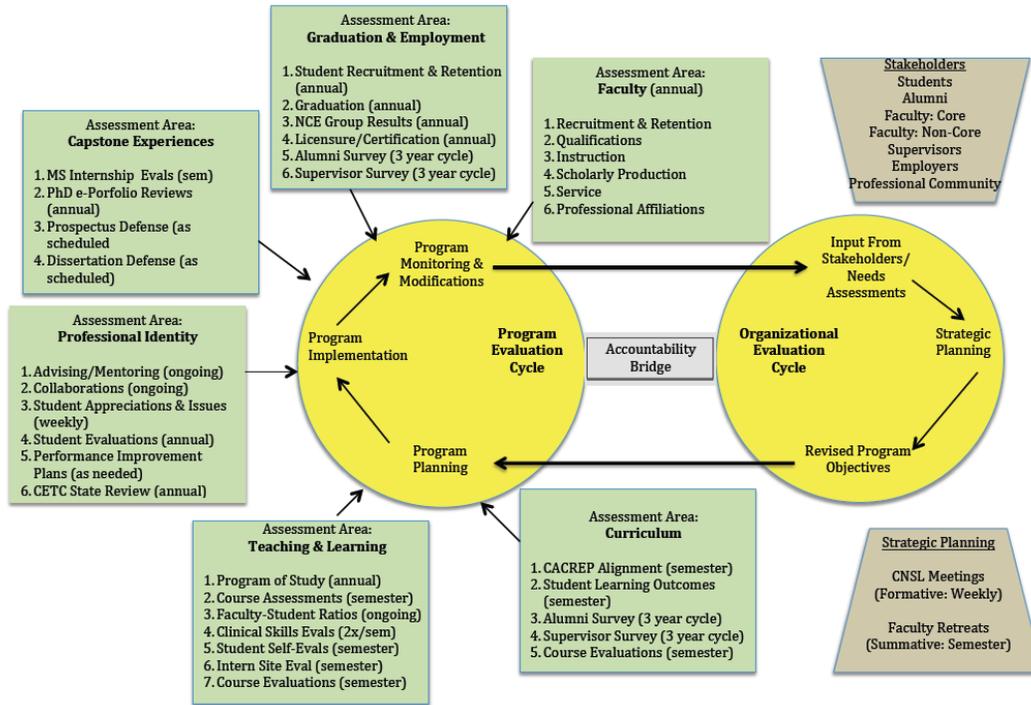
M.S. in Education, Special Education (Tier 2)

1. Assessments: The following types of assessment(s) have been implemented for this degree program:
 - Student learning portfolios
 - Examination of student work samples
 - Internship reviews
 - Capstone projects
2. Strengths and Challenges: The primary strengths of these four assessments are that they are aligned with accreditation standards and that they have been used and revised multiple times. Weaknesses include that we have not yet collected data from alumni or employees as indirect measures of the program success.
3. Assessment Project: A significantly revised report was submitted to the Council for Exceptional Children (CEC) in March 2011 that described and documented the complete assessment system for the Master of Arts program. We are pleased to report a positive review, and the program is now categorized as Nationally Recognized by CEC, NCATE, and PTSB.

Appendix A

Counseling Program - University of Wyoming

Comprehensive Evaluation Plan (CEP)



Adapted from: Astramovich & Coker (2007). Program Evaluation: The Accountability Bridge Model for Counselors. *Journal of Counseling & Development*, 85, 162-172.