

Counseling Department Annual Report Academic Year 2014-2015

Achievements

The Department of Counseling faculty and staff were productive in 2014-2015 in the midst of major transitions. The department had a new chair and associate chair for this academic year. We added 5 new faculty members, 1 visiting faculty and moved to Carswell Hall. The last 7 online courses were developed for our masters programs, 59 online courses were delivered and the first group of online students started their clinical placements. In December we had our first online graduate who completed her Masters in Human Services.

Altogether the Department delivered 102 courses over the academic year. Compelling evidence of the success of our teaching is that all our graduating master's students scored above the national average on the Counselor Preparation Counseling Examination (CPCE), an assessment given across many counseling programs in the United States. On average, our students in the May 2015 graduating class scored .85 standard deviations above the national mean. In other words, 80% of students nationwide who took the CPCE scored at or below the mean score of our students on the exam.

Department faculty members offered significant contributions in scholarship in our profession with a total of twenty-three (23) presentations and fifteen (15) publications. Faculty members did seven (7) presentations at international conferences, eleven (11) presentations at national conferences, seventeen (17) at regional gatherings, fourteen (14) at state conferences and sixteen (16) invited local presentations. Written scholarly productivity included two (2) books, eight (8) book chapters, nineteen (19) refereed journal articles, and one (1) invited article in a scholarly journal. Eleven members of the department served on six different editorial boards including the flagship journal of the American Counseling Association, the *Journal of Counseling and Development*, and on the North Carolina Board for Licensed Professional Counselors. Two served as guest editors and one worked on screening conference presentation proposals. Department faculty members were also awarded three (3) grants. The department conducted its fifteenth summer course on the Vienna Theorists in the Flow Haus in Vienna, as well.

In addition, the Department of Counseling became more active in undergraduate education by offering its fourth year of a minor in Health and Human Services. The minor now has 54 students enrolled. In addition, eighteen (18) college-to-career courses serving over 375 undergraduates were offered during the year. Dr. Carla Emerson, as the Online Clinical Coordinator, planned and directed three residencies for online students. In addition, Dr. Donna Henderson and Dr. Shannon Warden chaired and served on CACREP (Council for Accreditation of Counseling and Related Educational Programs).

Our counseling program included an on-campus class of 30 diverse and academically talented students in the two-year master's program as well as 185 students in the three year online master's program in counseling and human services. We have not begun tracking demographics in the online program but this year 20% of our campus students come from underrepresented groups.

Annual Program Evaluation Report Summary

The Department of Counseling conducted its annual program evaluation report for the 2014-2015 using the following student learning outcomes: 1) Acquire knowledge and skills to practice ethically; 2) Develop self-awareness and understanding of impact on others; and 3) Develop skills that are reflective of effective practitioners. On all three student learning outcomes, our students, on average, performed very well, exceeding our benchmarks for each measure. Based on these data and the significance of each to the development of culturally competent, ethical, and effective counselors, we will continue to monitor these

student learning outcomes in the future. In reference to self-awareness and impact on others, in anticipation of future societal challenges/opportunities along the diversity and inclusion spectrum, faculty and students within the department will continue to engage in open and honest dialogue around these issues.

Goals and Objectives

The counseling department's goals for 2014-2015 as laid out in the strategic plan and program review were:

- a. to continue to build a graduate program on-campus and online that was nationally recognized for excellence,
- b. to enhance faculty distinction,
- c. to attract a talented and diverse cohort of students,
- d. to create a rich sense of community in the department, and
- e. to strengthen the department's connection to the community and to Wake Forest College.

Over the past year we have initiated these activities to achieve these goals:

- a. We have maintained the quality of courses through course development, refined course evaluations, refreshed each course each time after it was delivered; Initiated and performed the special challenge of translating our strong clinical training to an online, multi-state arena. We also have continuously monitored our handbook and procedures for practicum/internship experiences through the work of our clinical committee and our placement coordinator.
- b. The addition of new faculty has necessitated a more systematic mentoring effort. Each of the four senior faculty members have regular meetings with assigned non-tenured members. Additionally we have instituted monthly meetings, one devoted to research interests and another to teaching methods.
- c. Our recruitment efforts included expanding our web messages to social media with the goal of expanding our reach to applicants. During the next academic year we will appoint a task group to look at previous efforts for recruiting underrepresented groups and to plan more systematic efforts to reach that population.
- d. As well as beginning meetings on shared interests, we have also developed a comprehensive faculty handbook, created a resource compilation housed on our webpage for faculty, worked together on delivering 3 residency experiences, and created research teams. We have also moved to distributing department work through committees with specific tasks.
- e. The rollout of the clinical experiences for online students has expanded our involvement in communities to 20 different states.

The following have been the outcomes of those efforts:

- a. The first eight cohorts of online graduate students (N=185) have been admitted with scores and experiences comparable to on-campus graduate students. Many online students have already completed graduate study at the master's or doctoral level so come extremely well-qualified for our program. We now provide 27 graduate courses on campus, 30 graduate courses online and 10 undergraduate courses. The full array of courses in the minor on Health and Human Services was offered in 2014-2015. Eighteen (18) undergraduate college-to-career courses were offered during the academic year with over 375 Wake Forest College students enrolled. We have 54 undergraduates minors, 14 of those were May graduates.

- b. All of the refereed articles published by faculty this year were in respectable journals specifically most were in mental health related journals as the American Counseling Association (e.g., *Journal of Counseling and Development*). All book chapters and the books published were by well- respected publishers: Pearson, American Counseling Association, and Routledge
- c. Faculty members have been recognized for their distinctive presence in our field. Dr. Ziff received the George E. Hill Memorial Award for outstanding work and professional service, Dr. Gladding had an award named in his honor, the Samuel T. Gladding Unsung Heroes Award which is presented by our premiere organization, the American Counseling Association.
- d. We have a full class of 15 entering our campus program in the fall. One has already completed her Masters of Divinity and 3 others are dual degree students. Our online candidates continue at a steady rate and the diversity among them across ages, ethnicity and work experiences is exemplary.
- e. Currently there are 5 or 6 groups of faculty working on research together in areas such as leadership in the profession, applications of postmodern philosophy, working with military families, career development, and cultural bias. Those collaborative scholarship efforts indicate the degree of connectedness and cooperation around all the work we are accomplishing in the department.
- f. Our connections to our local community include 8 faculty members who volunteer with different agencies. Seven members hold leadership positions in our counseling community. Most importantly our students have completed 29,125 hours of community service during this academic year. Our faculty members also deliver FYS and do academic advising as well as provide undergraduate classes.