

Counseling Department Annual Report Academic Year 2015-2016

Achievements

The Department of Counseling faculty and staff were productive in 2015-2016. Altogether the Department delivered 104 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 2016 graduating class scored .85 standard deviations above the national mean.

In fall 2015 our first online cohort completed their program and all but one came to campus to a ceremony honoring them. We had another celebration for our second online cohort in December and in May twelve online students attended hooding and/or graduation on the Wake campus.

The online master's program has now moved to steady state with the 25 courses being offered as planned in the curriculum carousel and 250 online students. This year the department faced the daunting challenge of coordinating the practicum and internship courses for students who reside in 30 different states. Careful coordination related to finding appropriate sites, negotiating agreements with those sites and maintaining all the paperwork allowed us to succeed in the arrangements. Most impressively, however, faculty members adapted their finely honed supervision skills to a different format. Students thrived and we received feedback from internship sites that reported they had turned down other online students but would always accept Wake interns because those students were so well prepared and monitored.

Department faculty members have also been building on their online experience. They developed three new elective master's courses for our online audience to meet licensure requirements in their home states. Additionally others transformed current campus undergraduate offerings to three summer online courses – all those courses have wait list! We are very excited about expanding our undergraduate offerings in these summer classes.

Department faculty members are also scholars. Written scholarly productivity included three books, seven book chapters, sixteen refereed journal articles, and three (3) non-refereed pieces. Faculty members participated in both the Wake Contemplative Pedagogy program and as ACES fellows. Dr. Sam Gladding's books were translated into different languages: Indonesian, Turkish, and Korean.

They offered major programs at the conferences of the American Counseling Association (N=12), the Association for Counselor Education and Supervision (N=21), the North Carolina Counseling Association (N=15), as well as other conferences for a total of 63 presentations from faculty members. Five other presentations were key note speeches, one for a meeting in Singapore. 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. Department faculty members were also awarded three grants. The department conducted its sixteenth 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 fifth year of a minor in Health and Human Services. The minor now has 54 students enrolled. A faculty committee presented a white paper outlining plans for creating a major in Health and Human Services. The committee is now revising the proposal for re-submission. In addition, eighteen (18) college-to-career courses serving over 375 undergraduates were offered. 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 over 250 students in the three year online master's program in counseling and in human services.

Annual Program Evaluation Report Summary

The department of counseling measured its program objectives via three student learning outcomes which had two measures each: SLO 1: Acquire knowledge and skills to practice ethically; SLO 2: Develop self-awareness and understanding of impact on others; and SLO 3: Develop skills that are reflective of effective practitioners. Our students met and exceeded the benchmarks that we set for each of these measures. This indicates to us that our students are developing the knowledge and skills to practice counseling effectively and ethically with culturally diverse individuals. Our goal is to continue to monitor and improve our program and curriculum to further facilitate these student learning outcomes. We also plan to add additional measures for these student learning outcomes, particularly measures that we can offer to both online and on campus students.

Goals and Objectives

The department's goals for 2015-2016 as laid out in the strategic plan and program review were:

- a. We will continue offering our undergraduate minor in its entirety and hopefully expand to providing a major in Human Services
- b. We will continue offering the undergraduate college-to-career courses
- c. We will offer our graduate programs in school and clinical mental health counseling both on-campus and online. We will offer the Human Services graduate program online
- d. We will continue to offer the dual degree program with the Divinity School (M.Div. /MA.).
- e. We will support faculty collaboration and build community among ourselves.
- f. We will maintain our faculty distinction by supporting our rising stars.

We initiated these actions to achieve these goals:

- a. We offered 2 sections of each undergraduate minor course and added 2 summer offerings of the minor courses and 1 summer courses for the college-to-career sequence. We also submitted a proposal for a major that is now being revised.
- b. 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. We initiated a twice monthly meeting for all faculty who were supervising clinical courses. Those meetings and the shared problem solving have provided a forum for more consistency across those courses.
- c. The addition of new faculty has necessitated a more systematic mentoring effort. 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.
- d. 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 particularly for our campus students.

These were the outcomes:

- a. The first ten cohorts of online graduate students (N=253) 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, 33 graduate courses online and 10 undergraduate courses. The full array of courses in the minor on Health and Human Services was offered in 2015-2016. Eighteen (18) undergraduate college-to-career courses were offered during the academic year with over 375 Wake Forest College students enrolled.
- 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. We have class of 14 entering our campus program in the fall. Three are dual degree students. Our online candidates continue at a steady rate with three cohorts now having completed their studies. The diversity among the online students across ages, ethnicity and work experiences is highly indicative of our nation's population. We are receiving many requests from people living beyond our borders, indicating our reach could expand further if we wanted.
- d. 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.
- e. 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.