

UNIVERSITY OF WISCONSIN-WHITEWATER
AUDIT AND REVIEW - SELF-STUDY
GRADUATE PROGRAMS

Program Title: Counselor Education

Review Date: 2004 - 2005

I. Program Highlights/Initiatives

- A. Overview the current curriculum, including options available within the program (e.g., discussion of the different emphases).

The counselor education program is a 48-credit Master's program that meets the curriculum requirements for Professional Counselor Licensure in the state of Wisconsin and of those of the National Board of Counselor Certification. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). All students complete required core courses, emphasis courses, a three-credit practicum and a six-credit internship. Students select an emphasis upon admission to the program. Students may, in consultation with their advisor, change emphasis if their career goals change. The UWW Counselor Education Program offers the following three emphases:

School Counseling Emphasis

The school counseling emphasis has been designed for graduate students planning to work as school counselors. Upon completion of the program and the school counseling emphasis requirements, students are granted the Master's Degree and are eligible for endorsement to the Wisconsin Department of Public Instruction for the K-12 school counselor license. Students who do not have an initial teaching license must take six additional credits and meet the human relations requirement, as defined by DPI. The emphasis meets NCATE and DPI standards.

Community Counseling Emphasis

The community emphasis encompasses a broad range of interests and foci. Students who select this emphasis plan to work in such diverse settings as community mental health centers, inpatient facilities, vocational and employment counseling agencies, family service agencies, correctional institutions, business and industry, or social services agencies. Licensure is generally required to work in community settings. The licensure process is administered by the Department of Regulation and Licensing of the State of Wisconsin. Students sometimes pursue specialties that may result in additional licenses or certificates; courses are available within our department to help meet these goals. Within the community counseling emphasis, there are three tracks that include Alcohol and Other Drugs, Career, and Marriage and Family.

Higher Education Emphasis

The higher education emphasis provides coursework and experiences relevant to persons who plan to seek employment in post-secondary settings such as community colleges, technical colleges, center systems, public and private colleges and universities. In addition to the core courses within the program, there is an opportunity to explore the history and structure of student services, student developmental theories, specific offices and positions within the field, and competencies and skills necessary to work as a Student Development Professional. The program is built on requisite counseling skills that are essential to the success of Student Affairs Professionals. Regardless of the administrative, programming, and/or counseling responsibilities students may seek, these counseling skills will provide a good foundation for success.

Overview of the Counselor Education Program (courses, titles, units)

Core Courses

Course No.	Title	Units
<i>Counsed 718</i>	<i>Principles of Counseling</i>	<i>3</i>
<i>Counsed 722</i>	<i>Theories of Counseling</i>	<i>3</i>
<i>Counsed 719</i>	<i>Appraisal Procedures in Counseling</i>	<i>3</i>
<i>Counsed 720</i>	<i>Career Development & Information Services</i>	<i>3</i>
<i>Counsed 721</i>	<i>Group Procedures in Counseling</i>	<i>3</i>
<i>Counsed 728</i>	<i>Clinical Studies in Counseling</i>	<i>3</i>
<i>Counsed 741</i>	<i>Social & Cultural Foundations of Counseling</i>	<i>3</i>
<i>Counsed 751</i>	<i>Professional Practices in Counseling: Ethics and Consultation</i>	<i>3</i>
<i>Edfound 740</i>	<i>Techniques of Research</i>	<i>3</i>
<i>Counsed 736</i>	<i>Counseling Across the Lifespan</i>	<i>3</i>
<i>Counsed 793</i>	<i>Supervised Practicum</i>	<i>3</i>
<i>Counsed 795</i>	<i>Supervised Internship (2 semesters)</i>	<i><u>3</u> (per term)</i>
		<i>39 Total</i>

Higher Education Emphasis

Course No.	Title	Units
<i>Counsed 729</i>	<i>Student Services in Higher Education</i>	<i>3</i>
<i>Counsed 748</i>	<i>Administration in College Student Personnel</i>	<i>3</i>
	<i>Elective</i>	<i><u>3</u></i>
		<i>48 Total</i>

School Emphasis

Course No.	Title	Units
<i>Counsed 738</i>	<i>Perspectives in School Counseling</i>	<i>3</i>
<i>Counsed 743</i>	<i>Counseling in Elementary & Middle Schools</i>	<i>3</i>
<i>Counsed 745</i>	<i>Counseling in Secondary Schools</i>	<i><u>3</u></i>
		<i>48 Total</i>

Community Emphasis

Course No.	Title	Units
<i>Counsed 731</i>	<i>Introduction to Marriage & Family Counseling</i>	<i>3</i>
<i>Counsed 734</i>	<i>Family: Assessment & Treatment of Abusive Behavior</i>	<i>3</i>
<i>Counsed 736</i>	<i>Counseling & the Chemical Dependency Process</i>	<i><u>3</u></i>
		<i>48 Total</i>

Optional Additional Specialty Courses

Course No.	Title	Units
<i>Counsel 732</i>	<i>Practices of Marriage & Family Counseling</i>	3
<i>Counsel 733</i>	<i>Theories & Techniques of Marriage & Family Counseling</i>	3
<i>Counsel 749</i>	<i>Chemical dependency: Treatment & Rehabilitation</i>	3
<i>Counsel 724</i>	<i>Career Counseling of Adolescent and Adults</i>	3

In addition to the three emphases that lead to a Master's Degree in Counseling, counseling professionals also have the option to return for continuing education (separate admissions process for those seeking additional credentials). We work with individuals to develop a program of studies that will allow them to move into other settings as a professional counselor (e.g., for someone originally trained as a school counselor who wants to be able to provide services in the community). There has been increased interest in this option over the past few years, and the department is currently in the process of developing certification programs. We expect that these programs will attract even more counseling professionals who want to update and extend their knowledge, skills and work potentials.

B. List any special recognition that the program has received during the review period.

The most important recognition received by the program since 1999 is the full accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). A two-year provisional accreditation was granted in 2000, with a full accreditation, effective until 2007, achieved in 2002. This accreditation, as noted throughout this report, is important to us as a department and provides direct and meaningful benefits to our students. CACREP articulates the professional standards for counseling, and our program meets these standards in three specific emphases (Community, Higher Education, and School Counseling).

In 2004, we participated with the College of Education's NCATE and DPI review (with a focus on our school counseling emphasis). The program has DPI approval, and we await the final report of NCATE (no specific program deficiencies have been noted).

C. Highlight any new academic assessment initiatives you anticipate for the upcoming review period

The counseling program assessment procedures continue to include faculty, students, alumni, internship supervisors, employers and members of the advisory council.

- (1) Review of Progress – Students are involved in ongoing assessment of their progress toward the objectives of our program as well as evaluation of the program's ability to meet objectives. As of fall 1998, a formal procedure for a review of progress of all students was developed. That review now takes place during the semester following completion of their first twelve credits in the counselor education program (a change in timing and updating of objectives based on inputs from multiple constituencies). This review assesses the student's development academically, professionally, and personally as identified in specific program objectives. Students complete a written self-assessment. The self-assessment is reviewed by the student's advisor who then brings a summary and/or concerns to the department faculty and staff.

A review of progress also occurs as part of the process of application to the internship. Applicants' progress toward the program objectives is discussed prior to determining eligibility and appropriateness of the internship experience (during the final academic year of program).

Informal reviews of students' progress and concerns are scheduled as regular agenda items at department meetings. Students' advisors follow up with concerns as needed.

- (2) Graduate Student Administration of the National Counselor Exam – Individuals seeking licensure as a professional counselor in Wisconsin are required to pass the National Counselor Exam. This exam is administered annually in April to students who will graduate in the spring or summer of that year. The National Board of Certified Counselors provides data on the success of our students on this exam. The department receives group data regarding students who have completed the exam (no individual scores are communicated to the department). These group data offer feedback regarding specific content areas so we can see strengths and limitations of our preparation program as reflected in the exam.

- (3) Portfolio – School Counselors must complete a developmental portfolio. The portfolio helps students to reflect on their learning and the connections with standards articulated by DPI (Wisconsin Teaching Standards). The department is providing guidance and structure, as well as evaluation, in the process. During the fall 2004, a portfolio preparation workshop was held to assist students in the design and construction of the portfolio. The portfolios are submitted to the department for review three different times during the student’s program; on each occasion, quantitative and narrative feedback is provided to the student in writing. All faculty in the department are involved with the review and feedback related to the portfolios. Because we have just begun this process within the last two years, we do not have data to share at this time.
- (4) Surveys - We will continue to survey interns and interns’ supervisors each spring. In addition we will maintain our regular schedule for inputs from employers and alumni. Though not new to our assessment plans, they are important elements that give a more complete picture to the on-going development of the program.
- (5) Advisory Council – An advisory council was formed and met for the first time in December 1999, and meets late in the fall semester each year. The council is comprised of counseling professionals in all emphasis areas of our program, as well as current students. Members provide feedback on how well the program has been able to meet program objectives; they also learn about present program initiatives; and they provide important feedback about current issues and needs in the field.

II. Academic Assessment

A. Centrality

1. Describe the centrality of the program to the mission and strategic plan of the University of Wisconsin-Whitewater.

The Master of Science in Counseling is a graduate program in an institution that has established core values, goals and objectives to best serve our students, faculty, staff and community. Our program operates in concert with the core values, being committed to the pursuit of knowledge and the development of the individual. We function with the highest standards of personal and professional integrity, and demonstrate our commitment to service and development of an inclusive sense of community in all of our work. Although the primary mission of the university is undergraduate education, our graduate program provides important service in the training and professional development of professional counselors throughout the state of Wisconsin and this region. The program has provided quality counselor education for over three decades. This is clearly in line with the University of Wisconsin – Whitewater’s commitment to offer “graduate education built clearly upon its undergraduate emphases and strengths”. The counseling program provides educational opportunities for UW – Whitewater graduates with bachelor’s degrees in education, psychology, social work, sociology and other related fields of study. Continuing education and outreach are also important parts of the work of the Department of Counselor Education.

2. Explain the relationship of the program to other programs at the University.

The program faculty works collaboratively with all other faculty and staff in the College of Education and departments across the university. Most required courses within the Counseling curriculum are taught by faculty and staff within the Counseling Department. *Techniques of Research* is taught by a member of the Educational Foundations Department; *Human Abilities and Learning* is also offered through that department and is required for School Counseling students who are not licensed as teachers. *Psychology of the Exceptional Child*, also required for non-teachers who are pursuing School Counseling, is offered by the Special Education Department. Students are encouraged to explore electives in areas/departments that will enhance their knowledge and skills as counselors.

Our department collaborates extensively with many other academic and service departments through the practicum and outreach experiences. Academic departments, including Psychology, Safety, Philosophy and Educational Foundations, have been closely connected to our work in the Winther Counseling Lab. In addition, service units such as UHCS, Residence Life, Academic Support Services, the Center for Students with Disabilities, and Career Services, have all been active partners in that work. Faculty also participate actively with committee processes within the college and across campus, and work cooperatively with programming efforts (a current example is Anene Okocha's and Brenda O'Beirne's involvement with the Cultural Identity Workshops being offered to new students).

B. Program Goals and Assessment

1. Describe the current program goals and objectives, plus any stated mission for the program itself.

The program is dedicated to the preparation of competent professional counselors who will work in a number of different settings providing individual, group, and family counseling. The program is designed to facilitate the development of knowledge, skills and dispositions that will be essential in this work. As a department, there are many current and specific goals that are important in the coming year.

Department Goals for 2004-2005 (these goals come directly from the annual report and have not been modified to reflect progress or new goals since their creation in early spring 2004):

1. To continue to work on maintaining a healthy balance between the desired student/faculty ratio (as stipulated by the CACREP standards) and appropriate SCH/FTE for the Counselor Education Department.
 - a. Analysis of productivity data suggests that there was an increase in production over the past year, and also during the five-year period. This is difficult to maintain given the clinical requirements within the program, but that will be our goal.
 - b. We have admitted 61 new students to begin in the summer or fall of 2004 and we are optimistic that their enrollment in the program will help us meet these goals.
2. To successfully complete Audit and Review process for our program/department.
 - a. The Audit and Review written report will be completed early in the fall semester.
 - b. While participating with the Audit and Review, we will be intentional about compliance with all accreditation standards (CACREP, DPI and NCATE).

3. To increase grant writing efforts and other fund-raising for the department.
 - a. We will work cooperatively with other offices (e.g. Center for Students with Disabilities) to increase grant possibilities.
 - b. We look forward to working with the COE advancement officer to develop other fund-raising initiatives (in addition to the golf outings, etc.).
4. To re-establish tenure-track position for the coming academic year.
 - a. Staffing report will be submitted early in the fall, stating needs for faculty person dedicated to school counseling courses and leadership within the school counseling emphasis.
We will continue to work diligently (with the able assistance of Ms. Joni Downs) to provide leadership in this area while awaiting the return of a full-time faculty member the following year.
5. To work to continue to increase the number of students of color within the program, and develop support services that help to ensure the success of all students within the program.
 - a. We will work with recent graduates to get feedback about their experiences and to ask for assistance in recruiting qualified applicants.
 - b. Working cooperatively with Chi Sigma Iota (student honorary organization), we will develop a mentoring program to assist students in their transition to graduate work.
 - c. We will continue to provide graduate orientation, as well as special workshops and seminars, to meet student needs.
 - d. To address questions and issues of licensure, we are planning to sponsor a “licensure day/evening” (to address new school licensing requirements, as well as those for Licensed Professional Counselors).
 - e. To provide guidance in the portfolio process: we will be hosting a “portfolio preparation program” before classes begin in the fall.
 - f. Prior to the beginning of each semester, a practicum workshop will again be held for all students and instructors involved with practicum.
6. To work collaboratively with Counseling Psychology Doctoral programs (at this point, specifically Marquette University) to create supervision opportunities for their students and ours working with practicum course.
 - a. Initial efforts were made during the past year to establish such a collaborative program, and the intent is to do a pilot during the fall semester.
 - b. During the fall semester, Dr. Brenda O’Beirne will be working with two doctoral students from Marquette (and their advisors/department chair) to coordinate course and clinical requirements for their academic programs, while providing individual and group supervision to our practicum students.
7. Post-master’s certification programs will be developed to meet the continuing professional development needs of counselors.
 - a. The department will create three certification programs (community, school, higher education) for persons seeking re-training. Necessary paperwork will be processed during the fall semester. Faculty and staff will explore possibilities for other certification programs (e.g. AODA, Marriage and Family) and develop those ideas during the coming year.
8. Consider other models for management/staffing of the Winther Hall Counseling Lab while increasing marketing efforts campus-wide and in the community.
 - a. Current staffing includes two half-time graduate assistants who are responsible to make appointments, staff the office, manage day-to-day tasks, etc. There is no

professional time dedicated for clinic management (a serious issue, particularly when part-time or adjunct staff are involved with teaching practicum).

- b. We will explore alternatives for staffing and leadership in the clinic (including grants, cooperative efforts with other programs, etc.).

Anticipated challenges and needs in the coming year:

We have a long list of goals for the coming year and much optimism about meeting those goals, even with very limited resources. Our first goal is to provide quality training to Master's level clinicians, ensuring knowledgeable and skilled practitioners to work in our schools and communities.

Staffing is clearly the most significant concern connected to that goal. We must continue to work to have adequate numbers of sections and alternatives for our students. Our transition to a new schedule of course offerings will be challenging, but we believe effective in meeting these needs. The changes in curriculum that affect school and higher education students most directly will have an effect on the overall courses and teaching of those courses (we believe they will be positive effects). The search that we anticipate this fall for a tenure-track faculty member who will provide on-going leadership with school counseling issues is also important in this overall discussion.

2. Summarize the ways by which the curriculum contributes to fulfilling the stated goals and objectives for the program. Explain gaps between specific goal/ objectives and the curriculum.

The curriculum is designed to meet CACREP guidelines for the preparation of professional counselors. In addition, the academic requirements for licensure are satisfied through the school emphasis (DPI license) and community emphasis (Licensed Professional Counselor [LPC] credential). Department goals and objectives are congruent with this larger purpose, as we seek to provide content knowledge and skills development that will prepare future professionals in their work as counselors. All courses are offered on a rotating schedule, ensuring that students can complete their programs of studies in ways that fit with personal and professional commitments. The alignment with CACREP standards has helped to ensure that there are not gaps between our goals/objectives and the curriculum. A more specific delineation of these connections (as requested in 1999 Audit and Review response) can be found in Appendix A.

3. Summarize the assessment data gathered during the review period. If it is helpful, include data from previous years for comparison purposes. (Use tables where necessary.)

Because assessment data are collected each spring from two different sources (interns and interns' supervisors) and has been collected also from two other sources (alumni and employers in the spring of 2002), a brief summary of those data will be provided in narrative form later in this document (see section C2 following statement of program objectives). Complete copies are available upon request, and annual assessment results are included in the appendices. You will note that the program objectives utilized in the self-assessment completed by students in their reviews of progress are the same objectives assessed from multiple perspectives at the completion of the program. There are a total of 25 objectives that include performance, cognitive and developmental outcomes. Further discussion of these objectives will follow later in this report.

4. Describe how the program contributes to meeting specific state and societal needs. Describe how the program addresses diversity and global awareness issues.

The counseling program provides the academic and experiential training to develop counseling skills that will be utilized in school, community, and higher education settings. The program meets state requirements for licensing of school counselors and licensure for professional counselors. The recent changes in the state licensure process for professional counselors has ensured that licensed professional counselors will be able to use their skills in diverse settings; the elevation to licensure (from certification) is a very positive change in the profession. Members of the faculty have been actively involved with those discussions to create those changes that will better serve our clients.

Diversity and global awareness issues are addressed through all courses, with special knowledge and skills developed through *741: Social and Cultural Foundations of Counseling* and through all clinical experiences. Given the nature of our work, and the focus of our training, there is a special emphasis and awareness connected to diversity and global issues.

5. Explain any changes in goals, objectives, and/or curriculum that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to Appendix A as necessary.

The Counselor Education Department has made a number of significant program changes that are being implemented. The four new courses: *COUNSED 735, Ethics and Professional Identity Formation*, *COUNSED 736, Counseling Across the Lifespan*, *COUNSED 750 Consultation in Counseling: An Individual and Systems Approach*, and *COUNSED 795 Internship* introduced during the 1999 curricular process were implemented at the conclusion of the last Audit and Review process. The more recent changes (going into effect with students admitted in 2004) are being phased in this summer and fall; *751 Professional Practices* will be offered for the first time in the spring of 2005, and all students (regardless of emphasis) will be taking *728 Clinical Studies in Counseling* beginning in the fall of 2004. All students need the content and skills connected to the two courses now integrated with each program of studies; community students will benefit from the inclusion of consultation, and school and higher education emphasis students will be in better positions to design interventions and treatment plans (areas seen as weaknesses for some students in these emphases). Clearly with the design of new courses, and the transition to new requirements, there will be some challenges with scheduling and “flow” through the program. The department is committed to providing the best learning options possible for our students, even as the department needs to make adjustments due to limited staffing and changes in course offerings and schedules.

The enrollment management goal is an ongoing issue. As graduate enrollment has decreased in general, the counselor education department has worked to keep significant enrollment in our program. While we experimented with a twice/year admission process, that was not practical or affordable for the department. The necessary sequencing of courses prohibited a logical progression through the program when students were starting every semester; in addition, the time invested with interviews that are part of the application process was better invested in one admission process. The rotation of courses (noted in 1999-2000 Audit and Review report as a recommended action) has been established, and will be reviewed regularly to see what flexibility or changes may be required. In addition, we are exploring creative solutions to the practicum supervision challenges (as also suggested in 1999-2000 Audit and Review response). As noted

earlier, the objectives are now categorized by type (e.g., performance) as recommended in the last review process.

6. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.

We anticipate the continuation of the three emphases within our program (Community, Higher Education and School); each emphasis leads to an MS in Counseling. We are working to develop certification programs in these and other areas (e.g., so that a School Counselor could apply for continuing education and earn certification as a Community Counselor). In addition to the three program emphases, we are exploring AODA certification programs as well as Marriage and Family certification programs. The curricular work related to these options will be completed during the fall 2004 semester.

We do not anticipate other changes to the core curriculum for all students. The introduction of a new faculty member in the School Counseling curriculum may lead to changes in the structure or content of those courses. That work will be done in cooperation with the person providing leadership in the School Counseling emphasis.

Our staffing limitations, combined with a well-defined program for students to meet licensure requirements, leave little room for development of new courses or electives. We are excited to be able to introduce a new travel study option that will be offered in May 2005; the course is "*In Search of the Roots of Counseling and Psychotherapy*". The course was developed by Dr. David Van Doren (curricular approvals in the fall of 2003), and he will be the instructor for the course. We are also offering "*Introduction to Group Counseling*" for the first time in the fall of 2004; that course will be taught for a targeted group (Burlington teachers) by Dr. Brenda R. O'Beirne.

We have discussed other program expansions; those could not be done within existing resources but would be attractive to practitioners in the area (e.g. weekend courses, specialty courses, additional certifications). Additional faculty or staff positions would facilitate that expansion.

C. Assessment of Student Learning/Outcomes

1. State performance objectives, specifying what subject matter, cognitive development, and skills the students will demonstrate upon completion of the program.

The following competencies are identified for all students in the counseling program, regardless of emphasis. These competencies are used in all assessment efforts (beginning with reviews of progress, repeated in practicum, and then serving as final review in internship) and are based on CACREP standards for the preparation of professional counselors. The same competencies are used to solicit feedback from supervisors, employers and graduates of the program.

Performance

1. I am able to demonstrate facilitative counseling skills (warmth, primary empathy, genuineness, concreteness).
2. I am able to apply challenging skills (self-disclosure, advanced empathy, confrontation).
3. I am able to recognize and address emotions.
4. I am able to develop a theoretically based case conceptualization.
5. I have the knowledge and ability to design and plan a group.

6. I am able to implement and facilitate groups.
7. I am able to establish and maintain effective consultation relationships with persons within and outside the work setting.
8. I am able to utilize computer technology to enhance counseling (e.g., accessing information on counseling issues and treatment on the internet, bibliotherapy, and consultation on professional list-servs).
9. I am able to demonstrate working knowledge of services, policies and procedures
10. I am able to meet record keeping/maintenance requirements (forms, reports, case notes, etc.)
11. I am able to function effectively and ethically within the context of a professional work social system.
12. I am able to consume research and interpret results effectively for counseling purposes.
13. I am able to conduct research (including action research and program evaluation).

Academic

14. I have knowledge of facilitative skills (warmth, primary empathy, genuineness, and concreteness).
15. I have knowledge of challenging skills (self-disclosure, advanced empathy, confrontation).
16. I am able to identify client concerns and develop appropriate counseling goals.
17. I am able to formulate a theoretically based approach to working with a client.
18. I am able to evaluate progress in the counseling process.
19. I am aware of the relationship between counseling as a social service and significant social-political variables in the local, state, and national communities.
20. I have knowledge and understanding of ethical and legal guidelines.
21. I am able to generalize learning from one situation to another.
22. I have an understanding of issues and trends in a multicultural and diverse society.
23. I have knowledge and skills to counsel effectively in a pluralistic society.

Personal

24. I am committed to personal development and am able to facilitate self-exploration (including willingness to address own issues affecting ability to be effective with others).
25. I demonstrate a commitment to personal development, and a readiness to participate and contribute to the profession and professional organizations.

2. Describe the data collection techniques used to determine how the program has been successful in achieving the desired performance objectives.

A 25-item paper and pencil survey instrument addressing the program objectives is given to all graduating students, as well as their internship supervisors. This survey is also sent to employers and recent alumni of the counseling program every four years. Employers and alumni were surveyed in 2002; see results in appendix G. Data collected from these sources is shared with and analyzed by faculty and staff, students, the Dean of the College of Education, Provost, Chancellor, and members of the Advisory Council.

A review of data from the past five years would suggest the following strengths, concerns, and themes/trends:

Strengths:

- ❑ Graduates and supervisors strongly agree or agree that the program prepares students well with all performance objectives (objectives 1 – 13). This is consistent with feedback gathered from alums and employers in the 2002 surveys.
- ❑ Respondents strongly agree or agree that the knowledge base is well developed.
- ❑ Commitment to personal development is seen as a strength overall by respondents from all categories.

Concerns/weaknesses:

- ❑ Graduates and supervisors note limitations with conducting research as a part of their work as counselors. It is interesting to note that many supervisors state this question is not applicable, suggesting research activities are not a significant part of practitioners' work in their settings. Again employers and alums tend to agree that conducting and utilizing research does not have the same priority as other objectives. While practitioners value action research and what they find in the literature to guide their practice, they tend not to see research as central to their work.
- ❑ Graduates and supervisors suggest that use of technology is also a concern. While this has changed slightly over time (with increased knowledge of students in the program, and enhanced integration with courses), there is still some concern about students' abilities to use technology in their work as counselors.

Themes/trends:

- ❑ Of the 25 objectives included in the surveys, over time and across groups there is strong agreement or agreement that the program helps students to meet the vast majority of those objectives. This has been true over the past five years (with some slight variance in responses) and remains true in the most recent surveys completed by graduating interns and their site supervisors.
- ❑ Concerns about research and technology continue to surface. We need to continue to address these concerns across our curriculum, and understand that in different settings, there is different need and priority for use of technology. Many agencies do not have sophisticated technology systems in place (nor the funding to support) and do not see this as a deficit. In other settings, there are very institution-specific programs or systems that will necessarily be learned on the job. And while practitioners value research and how it informs their practice, many practitioners do not conceptualize their roles to include conducting research.
- ❑ Our students are committed to their holistic development as counselors. This shows up in the consistently high agreement about personal, academic and performance excellence.

For more specific assessment information gathered through these surveys, see Appendix G.

Data from students' performance on the NCC (National Counselor Exam) is also analyzed by the department, with a focus on strengths and weaknesses to determine needs for changes/additions to specific courses. The table below presents the five-year history of our participation with the

GSA-NCC (graduate student administration of national counselor exam, administered in last semester of program).

Year	No. of students taking exam	No. passing exam
2004	39	36
2003	26	24
2002	28	26
2001	12	10
2000	11	10

Specific reports are included in Appendix G; those reports include total scores as well as analysis of the core CACREP areas and counselor work behavior areas. It should be noted that the numbers of graduating students who are taking the exam has increased over the past five years; given the timing of our CACREP accreditation process, that makes sense. As a department, we are also actively involved with encouraging all students (not only community counseling students) to complete the NCC during their final semester in the program. While the exam is not required at this point, it is viewed as the most comprehensive “Master’s Comp” available to our students. We are proud of our student performance on the exams. The “pass rates” are impressive (83-93%), especially when we consider that some students would not have had all required coursework until recently (the change in our program will ensure more comprehensive preparation in the eight core areas). It can also be noted from the annual reports that in all cases, our university total means (121.73 [2003], 118.50 [2002], 115.25 [2001], 123.64 [2000]) were higher than the national total means (111.70 [2003], 108.80 [2002], 106.04 [2001], 107.70 [2000]). Looking within the core area scores allows us to do further analysis of content and process issues within specific courses and the program. This information, combined with feedback from the Advisory Council members and current students, allows us to make continuous program improvements.

Assessment data gathered through the portfolio process for school counseling students are another recent addition to our program. All school counseling students prepare a developmental portfolio that connects their learning with the standards developed by DPI, and communicated in PI 34. This year will be the first full implementation of the three-stage submission process for student portfolios. Structures and rubrics have been developed; faculty in the department are involved with assessment and feedback (both quantitative and qualitative) during each of the three submissions. Raw data are available, but has not been analyzed at this time. Because we have not had a complete cycle, it also presents just a partial picture. Department faculty and staff have studied the patterns and investigated areas that seem to be causing concerns; the portfolio workshop facilitated for the first time this fall was an attempt to address some of the issues and prevent future problems. The department will continue to work to make the process more effective and efficient, with a focus on assessing the students’ development across time in our program. Data will be analyzed within the structures provided by the College of Education (still in development stages).

3. Explain how individual courses are related to the student performance objectives.

Appendix D lists CACREP core areas, specific courses within our program and related performance objectives.

4. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period based on results of assessment of performance objectives.

Potential revisions of the program were noted in II.6; these include the possible inclusion of new certifications (within existing frameworks). With current staffing constraints, other additions seem unlikely. There are needs/desires for elective courses within the program, with a focus on current issues in counseling practices. Current staffing patterns allow for only required courses to be offered on a rotating basis. Each faculty member teaches 12 graduate credits each semester, with occasional need to teach overloads to meet program needs. The recent changes made to consolidate courses and redefine core courses (so all students will have background in clinical studies and consultation) are the major revisions to the program; we do not anticipate other major changes in the next review period. If additional certification programs are to be developed (e.g., AODA certification program), there will be staffing and other issues that need to be addressed. There is support from the Advisory Council to continue to pursue development of additional continuing education alternatives (certification and other options) and there is interest from recent graduates as well.

D. List any dual-level courses and indicate how course content, pedagogical processes, assignments, etc., that create different educational experiences for graduate and undergraduate students.

Because the program is grad-only, there are few courses offered as dual-level courses (none of which is required within the Master's Degree program). The three courses offered include *Introduction to Counseling* (generally offered each spring semester), *Dream Interpretation* (offered as a distance learning option most recently), and *Life, Work, Career Planning* (offered fall and spring semesters). This fall, a new course, *Introduction to Group Counseling*, will be offered in the Burlington School District.

E. Program Improvement Resulting from Assessment Efforts

1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to the data collected during the review period.

Based on inputs from the Advisory Council, the 25 objectives/outcomes were clarified and revised (the original instrument had 23 items; two items were added to clarify existing objectives). Changes in the curriculum have been significant and are outlined in detail earlier in the report. The changes specifically related to assessment efforts include the inclusion of two courses (*Clinical Studies in Counseling* and *Professional Practices*) in all programs of study. It is clear that the core counseling knowledge and skills are important to all counselors, regardless of setting for their work. The concerns connected to research have led to regular and on-going discussions with the faculty who teach those courses (faculty in Educational Foundations Department). Self-reported limitations related to technology (reported by students and supervisors) have led to further incorporation of technology in many courses, and a specific focus on data management programs in the practicum experience. Within courses, we look closely at how we might be able to strengthen experiences and learning opportunities (assignments) to work intentionally to enhance these knowledge's and skills.

2. Indicate how the program has responded to recommendations relevant to assessment of students' learning from the most recent Audit and Review Evaluation Report.

As noted earlier in the report, the 25 objectives have been categorized by type and they have also been linked to specific courses (with the understanding that there is a desire for integration and redundancy, and these categories may not always be pure). Those complete listings can be found in Appendix D.

- F. Information Shared with Constituencies: Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts—e.g., regularly scheduled orientation meetings, departmental newsletters, etc.

A newly created department web site provides up-to-date information for students, faculty, staff, and members of the community. Results of the assessment surveys are included on that web site. Advisory Council members are encouraged to access information electronically between meetings; copies of the annual reports are provided for discussion and review at the meetings of the Advisory Council. There are regularly scheduled orientation meetings for new students (each summer and fall) and information is shared with students. Continuing students are reminded to visit the department home page to access this information. The assessment results are shared annually with the Dean, Provost and Chancellor.

III. Enrollment

- A. Trend Data: Respond to the following trend data for the program:

1. Number of students enrolled each fall for each of the past five years. (Data provided from the University's fact book.)

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
134	169	151	143	140

The percentage of admitted students who chose to begin the program was lower this year as compared to the past five years (in the past, approximately 80% of those admitted accepted that admission and this year that was closer to 65%). In addition, last year's graduating class was exceptionally large (they had been in those numbers for the last three years). These numbers will have effects over the next few years, and will be considered when making admission decisions.

2. Number of degrees granted each year for the past five years. (Data provided from the University's fact book.)

1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
51	21	39	45	56

In addition, four persons completed continuing education programs in 2004, and two persons completed continuing education programs in 2003.

3. Average number of total credits completed by those earning degrees for each year for each of the past five years if the program is an undergraduate major. (Data provided from the University's fact book.)

Not applicable.

4. Student placement information.

Placement information is complicated by a number of factors; many of our graduates are already working in professional positions as they are completing their counseling training, and continue work in those positions (e.g., school teachers who may eventually become school counselors but do not wish to leave their districts). Some graduates do not desire to move immediately into a counseling position for personal or family reasons. Still, others who attain professional employment soon after graduation do not alert the placement office or our department office of that fact. At best, data are incomplete. Anecdotal data suggest that most graduates who desire positions as counselors are able to reach those goals.

In 2002, Dr. Don Norman conducted a survey of graduates from our program to determine more specifically how long those job searches took, levels of satisfaction, salaries, etc. A total of 30 community counselors, 8 school counselors, and 8 persons working in higher education settings responded to the survey (46 out of 111 persons responded to the mailed survey, for a response rate of 41%). The length of time it had taken to find counseling positions ranged from 2 ½ to 4 months, while the level of satisfaction with the first position was between 7 and 8 ½ on a 10-point scale (with 10 high). Salaries ranged dramatically, with significant difference between school and community (school counselors had often worked within the system and were moving up the salary schedule, while community counselors were signing first contracts with agencies). Given the small sample, and the low response rate, it is important that we follow up with additional questions to create more comprehensive understanding. While global results and summaries of this study are included here, more specific information can be found on our department home page (www.academics.uww.edu/counseled/).

According to the information provided by the Career Services Office (data collected in 2003), nine of eleven community counselors were employed (82%), fourteen of eighteen school counselors (approximately 83%), and one of one in higher education. Because survey responses are not complete, this is not a total picture of employment. Of the 24 school counselors who graduated in 2003, we are aware that 22 of them are working, all except two in counseling-related positions. We are not certain of the employment status of the other two individuals. Anecdotal evidence would suggest that the same is true for higher education and community emphasis graduates. A more thorough assessment of post-graduation career paths is needed on a regular basis; we will be developing a survey in the next year that will help us have a better understanding of employment of graduates.

- A. Demand for Graduates: Identify career opportunities available for graduates of the program.

The placement summary information reported above indicates that our graduates are able to find employment after graduation and the great majority find positions in counseling-related occupations. While the students in the higher education emphasis make up the smallest number of counseling students, these graduates have been able to attain positions after graduation. In the past, students in the school counseling emphasis of our program have often been employed

teachers taking courses on a part-time basis. Following graduation these students often remain in the teaching profession until a counseling position becomes available in their own school district. We are now admitting non-teachers to our school counselor program; these students are more apt to be focused on specific counseling positions, but more flexible geographically than those already employed in a given school district. Projecting placement rates and employment trends is further complicated by the state budget and cuts in support positions in schools (K-12 and post-secondary).

Community counseling positions have been less abundant recently. However, most community counseling graduates find state or county positions, or alcohol and other drug counselor positions upon graduation. DHFS clinic guidelines require 3000 hours of post-master's supervised counseling experience prior to being able to receive third-party reimbursement as part of a state certified clinic. Two years (or the equivalent) post-master's experience is required for state licensure as a professional counselor. This restricts the immediate employment opportunities of our community counseling graduates.

Health care issues have also affected the demand for graduates. Managed care has limited income and decreased long-term client involvement, which has dissuaded some from entering the field. Clearly there are needs for licensed professional counselors. The recent changes in Wisconsin licensure will likely have some effect on preparation and practice as well; it is too early to know exactly what those changes might be. Our enrollment continues to shift to a slight majority of students interested in school counseling; we will explore these trends and the market demands in the next five years.

Calls from agency administrators and district administrators attempting to fill positions in counseling would suggest that there is a need for counselors. Mobility and flexibility are important given the nature of the work.

B. Accreditation

1. Identify the role of program accreditation for employment of graduates or program continuation.

CACREP is the recognized standard in the profession. Employers recognize the comprehensive preparation for persons from CACREP-accredited programs, and often state this preference. For graduates pursuing doctoral study in Counseling or Psychology, the accreditation is also important. During the admissions process, accreditation becomes a part of candidates' decisions about where to pursue their training.

2. If accreditation is not required for graduates' employment or program continuation, but provides a competitive edge for the program, provide a brief explanation of the advantages of holding this accreditation.

While accreditation is technically not required, it provides the benefits noted above, and gives our students an additional benefit related to timing of the NCC. For graduates of CACREP-accredited programs, the GSA-NCC (graduate student administration of national counseling exam) is administered in April of their graduation year. Persons who want to be licensed as professional counselors must pass the exam, and it is a definite advantage to be able to take the exam at the end of the academic preparation. Students are further assured that they are getting current and comprehensive training as a part of a CACREP-accredited program. Employers and

graduate schools (for post-Master's work) are increasingly interested in the accreditation status of Master's programs.

- C. Location Advantage: Explain any advantages or disadvantages the program has due to the location of the University of Wisconsin-Whitewater and its access to opportunities and resources in the region.

Whitewater is an excellent location for our graduate program. Due to its central location we are able to draw students from Milwaukee and Madison areas, as well as Janesville, Kenosha-Racine, Rockford, and beyond. Because our courses are offered in the evenings, it is accessible to working professionals. We also are able to provide students with internship experiences in many of the surrounding communities. A master's program at a comprehensive university provides a desired contrast to master's programs offered at doctoral institutions. The primary focus of the counselor education faculty at a comprehensive university is the master's level student. Our location allows students residing in southeastern Wisconsin an opportunity to achieve the goal of a master's degree at a comprehensive university and to return to their local communities to seek employment and provide services.

D. Comparative Advantage

1. Identify any unique features that set the program apart from other competing programs in the UW System or other colleges or universities in Wisconsin, and/or elements that contribute to the program having a competitive edge.

There are a number of comparative advantages and unique features of our program:

1. Faculty and staff are very involved with state and professional agencies and associations. Their involvement has enhanced the recognition of our program and has served to increase enrollment.
2. The CACREP accreditation is a definite advantage, and is noted by potential students comparing programs within the UW System. Beyond the practical and apparent benefits of this accreditation, students learn that they have comprehensive preparation as a professional counselor because of our commitment to these standards.
3. Courses are offered at convenient times and locations. Evening courses make it possible for full-time working professionals to do part-time graduate work while maintaining work and family commitments.
4. Our counseling program provides courses in chemical dependency and marriage and family counseling, which are either not found at other programs or not found in similar magnitude. These courses are very relevant in today's society and important for the counseling student. These serve to attract potential counseling students.
5. The training provided through our in-house Counseling Lab provides invaluable preparation for our students while providing direct services to our community. Many programs, even if accredited, do not have such well-developed facilities or processes in place.
6. Compared to a student personnel program, our higher education emphasis is somewhat unique in its emphasis on counseling. While some students may not see this a competitive advantage, it underscores the importance of counseling skills in a variety of different relationships and roles in a higher educational setting. This also serves to broaden employment opportunities for our graduates. Student personnel programs are not able to provide as much emphasis on the development of these

- critical counseling skills. Graduates of our counseling program fill many of the student affairs positions at the University of Wisconsin-Whitewater and other higher education institutions within the UW System.
7. The closest educational institutions with DPI-approved and/or NCATE-accredited master's programs are in Madison and Milwaukee. Both of these institutions are doctoral institutions and on larger campuses and in larger communities than Whitewater. Many students report that they are eager to attend a program that focuses on the master's student and is in a safe, comfortable environment.
 8. The counselor education faculty is instrumental in the initiation and maintenance of quality internship experiences. There is a close working relationship with site supervisors, and careful evaluation of learning opportunities available in those settings. For the past two years (and again this year), our department has hosted an internship supervisors' meeting on campus in early fall semester. Internship experiences have taken place throughout southeastern Wisconsin and northern Illinois. This allows students to gain valuable counseling experience in their home communities and develop contacts in schools and throughout the social service field often facilitating future employment opportunities.
 9. Graduates from our program are in a variety of leadership and service positions throughout the state. Graduates affirm the quality of their educational experiences, and seek to employ other graduates of our program when the opportunities arise. The program has earned an excellent reputation that we work to maintain and enhance.
 10. While the department has a small faculty, there are diverse backgrounds and practice/research interests within that faculty that allow for a breadth of training not always available in other programs. There is a focus on student learning – and the development of competent practitioners. Faculty bring those skills to their interactions with students, whether content or clinical classes.

E. Community Impact

The counselor education program has had a significant impact on the surrounding communities. Each year practicum/internship students provide free counseling services during the academic year. This past year alone we had 56 students involved in internship providing over 20,000 hours of service to the community. During the last five years 212 students have graduated from the counseling program. Each of these students participated in an academic year-long internship where they functioned as counselors in the community providing needed assistance for many individuals in our schools, communities and institutions of higher education in southeastern Wisconsin and Northern Illinois. The internship experience for these students included 20 hours per week from September through early May (for approximately 36 weeks) providing over 100,000 hours of counseling service to our communities. In addition to the direct service provided to clients, those interns have positive effects on the agencies and schools within which they work, bringing current research and understanding to their work.

The three-credit practicum experience required for all students midway through their preparation programs also provides service to the university and the community. Services are available for no charge within the Winther Counseling Lab (3002 Winther). During the 2003-2004 academic year (the first year data was collected), students provided services to 117 individual clients; in addition, there were groups and outreach activities that served our community. The counseling lab provides an important learning experience for our students (all work with clients is supervised), while also providing necessary services to our community. We continue to develop the marketing plan that will help inform students and area communities of the availability of

these services. Staffing is limited in the Counseling Lab, and there is investigation of funding options to be able to enhance services. Currently, there are written advertisements (posters, memos, etc.) on-campus and in the local community. In addition to the work done by practicum students in the lab (approximately 20 students each semester), they have also reached out to schools and service agencies to provide direct services in the community. Practicum students are expected to make presentations (when requested from local groups) and offer individual, group and family counseling. It is a comprehensive clinical experience, closely supervised, intended to prepare them for their internship in a school or community setting.

In addition to student contributions, faculty and staff are active in the local communities. A Tri-County School Counselors Conference has been hosted each fall, initiated originally by faculty in the Counselor Education Department. Numerous presentations are made (on campus and in the community) related to counseling issues. Faculty members are available as consultants to a number of groups and agencies within the area. More complete information regarding service contributions is included later in this report.

IV. Resource Availability and Development

A. Faculty and Staff Characteristics

1. Discuss the characteristics of the faculty and staff responsible for the program.

All faculty and staff members in the counselor education department have training and experience in the counseling field. Ms. Downs has experience in school counseling. Dr. Norman has experience in community counseling, and specifically marriage and family counseling. Dr. O'Beirne has experience in a variety of higher education student affairs offices, including as director of the health and counseling center. Dr. Okocha has experience in higher education with expertise in multicultural and career counseling. Dr. Van Doren has experience in school counseling, higher education and community counseling with expertise in chemical dependency counseling and trauma/violence. Collectively, the faculty and staff of the counselor education department provide a wide range of expertise. The faculty has worked very well together and faculty/staff members are supportive of the ongoing development of their colleagues. The counselor education department is a very cohesive, energetic and productive faculty. Abbreviated resumes are included in the Appendix F to provide a more comprehensive review of faculty contributions. We have included Dr. Colette Dollarhide's contributions since she was an important member of our department between 1998 and 2003 (her resume is included with the appendices).

The department has one minority faculty member (20%) and three female faculty/staff members (60%). These percentages would appear to reflect appropriate work force utilization. As we fill the faculty position in the coming year, we will be aware of needs to continue to diversify our faculty to ensure the richest learning opportunities for our students.

2. Indicate the courses in the curriculum for which each faculty and staff member is responsible.

All faculty and staff teach core courses. In addition, Ms. Downs teaches courses in the school counseling emphasis. Dr. Norman teaches courses in the community emphasis, with a specialty in marriage and family counseling. Dr. O'Beirne teaches courses in higher education and community emphases. Dr. Okocha teaches courses in the higher education emphasis. Dr.

Van Doren teaches courses in the community counseling emphasis with a specialty in counseling and the chemical dependency process. All faculty and staff are involved with practicum and internship supervision as well. It is important to note that practicum and internship sections are heterogeneous (meaning that school, higher education and community students participate in those training groups together rather than in same-emphasis groups, as done in the past). See Appendix F1 for specific listing of courses and faculty/staff.

3. Identify anticipated staffing changes or areas of need, and the projected impact of these changes and needs on the program.

A request has been made to fill the tenure-track position, vacated by Dr. Colette Dollarhide in the spring of 2003, with another tenure-track faculty member. It is our goal to fill that position by the summer of 2005. Ms. Joni Downs has provided exceptional leadership in an academic staff interim position last year (and will return this year), and we anticipate that the longer-term involvement of a faculty member will build on those initiatives and continue to strengthen the school counseling emphasis. Given the specific requirements for school counselors (portfolios, professional development plans, etc.), and the number of students currently in that emphasis, it is imperative that we have a faculty person providing focus and leadership in this area. Ideally this individual will have background as a school counselor, a PhD in School Counseling, and teaching, research and service interests connected most closely to school issues.

B. Teaching and Learning Enhancement

1. Discuss the characteristics of the faculty and staff activities in the areas of teaching and learning enhancement since the previous audit and review. Participation in on-campus and off-campus teaching enhancement activities; involvement in academic advising and efforts to maintain or improve advising performance; work with undergraduate students on research projects; initiatives in student-learning based outcomes; new course development; and/or involvement with interdisciplinary course development and/or delivery.

Faculty have attended and/or presented at international and national conferences of the American Counseling Association, The American Association of Marriage and Family Therapy, American School Counselors Association, American College Personnel Association, National Career Development Association and the Association for Counselor Education and Supervision. Department faculty and staff have also presented at many state and regional association meetings and conventions and have participated on regional and national association committees. Participating and presenting at these conferences have enabled faculty to continue to develop as counselor educators while sharing their research and practice agendas. Department faculty and staff regularly attend and/or provide leadership with university teaching enhancement programs sponsored by the LEARN Center. Dr. O'Beirne has been actively involved with presenting and facilitating new faculty programs, and has served as a peer coach for four semesters.

All faculty members are actively involved in advising of graduate counseling students; each of us works with approximately 40 – 45 advisees each year. The review of progress was established to help monitor our students' progress through the counseling program. Students submit the review of progress to the department during the semester following the completion of their first twelve credits. Faculty members are able to use that opportunity to address any academic or personal/professional issues with their advisees. Advisors are also actively involved with internship placements, and the review that happens during that process. Continuous involvement

of faculty helps students facilitate successful completion of the counseling program (and ensures that programs of studies are working, etc.). No formal evaluation of advising exists at this time, though the department will be pursuing ways to solicit this feedback from students.

The department has developed a web-based computer program that provides projections of future course enrollments. This program has been updated within the last year and is helping to make earlier identification of enrollment or schedule problems. In addition, we have completed the analysis related to course rotations, and have established the schedule for offerings of core and specialty courses for the next two years (it will take time to move toward full implementation given part-time students in the process with different course requirements, etc.). All of these enhancements will help us manage our program more effectively while maintaining the flexibility to respond to individual student needs.

Many faculty members are working with graduate students on independent research related to domestic violence, dreams, violence in higher education and other topic areas. These research interests are often initiated by students, and related to specific courses. Because there is not a thesis requirement, and most students are not electing to complete a thesis, students interested in further academic work are encouraged to engage in collaborative research projects with faculty members of their choice.

Many faculty members have utilized service-learning projects to enhance student learning through experience and reflection. Many of these projects have been inter-departmental or inter-College collaborations, facilitated through class projects.

In the last year a number of curriculum changes have occurred. COUNSED 751, *Professional Practices in Counseling*, was developed by combining elements of two existing courses (COUNSED 750 *Consultation in Counseling* and COUNSED 735, *Ethics and Professional Identity Formation*). That course will be offered for the first time in the spring of 2005 and will be required for all students in the program, regardless of emphasis. In addition, COUNSED 728, *Clinical Studies in Counseling*, will be required for all students (in the past, required only for Community Counseling emphasis) starting fall 2004. These changes have not affected the total number of credits or availability of courses. The changes will provide a more comprehensive preparation for all future counselors.

C. Research and Other Scholarly/Creative Activities

1. Discuss the characteristics of the faculty and staff related to research and other scholarly/creative activities of the faculty and staff since the previous audit and review. Delineate participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.

Faculty and staff have been actively involved with scholarship and creative activities. The chart presented here reflects the quantity, while the delineation of those specific articles, books, presentations and creations can be found on faculty and staff abbreviated vitae in Appendix F.

SCHOLARSHIP/CREATIVE ACTIVITY
Department Summary – 2000 – 2004

Professional Conferences attended	80*
Conference Presentations	40**
Publications	23**
Reviews	5**

*An estimate based on information provided on some (but not all) department annual reports.

**Specifics available on faculty and staff vitae.

D. External Funding

1. Discuss the characteristics of the faculty and staff related to the efforts and successes of the program to generate funding through grants, contracts and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

Several faculty and staff have been involved with grant writing activities during the past five years. Two AODA grants were submitted by Dr. David Van Doren in 2000 and 2001, but were not funded. One of those grant applications received a score of 87 (with all grants with scores of 90 or higher being funded). Collaborative conversations continue with a number of offices/services on campus to secure funding for AODA assessment and intervention.

Dr. Van Doren was involved with two other funding requests in 2001 and 2002 related to dream interpretations; while those grants were not funded at the time, work continues to pursue other funding agencies. Currently, Dr. Anene Okocha is co-authoring a grant proposal with Ms. Evelyn Duesbury (graduate of our program and instructor of Dream Interpretations course) to be submitted to Templeton in the near future.

Dr. Anene Okocha secured a \$1500 Curriculum Diversity Infusion Training and Development Grant from the UW-System in February of 2003. In addition, Dr. Okocha and Dr. Van Doren were awarded service learning grants in January of 2001 (each in the amount of \$500).

Dr. Brenda Rust O'Beirne is working collaboratively with the Center for Students with Disabilities to develop support programs for persons with emotional disabilities. The grant funding would support efforts through the Winther Counseling Lab as well as staffing and service support through the Center for Students with Disabilities. The grant was submitted in the summer of 2004 to two funding agencies; there is no word about the outcome of those applications.

Dr. O'Beirne is also working with alums to generate gifts for the department. The first annual department golf outing was very successful, and there are plans to continue this event. In addition to this outing, there were several gifts that came from recent alums. Those monies will be used to support supervisors' workshops, special training initiatives and student projects that we cannot fund with state monies.

E. Professional and Public Service

1. Discuss the characteristics of the faculty and staff related to professional and public service activities of the faculty and staff since the previous audit and review. Discuss such activities as: service involvement in professional organizations at state, regional, national, or international levels; editing or reviewing for professional publications within the discipline; non-compensated consulting or intervention activities related to the discipline; and/or roles and memberships in university, college, and departmental committees.

All faculty and staff are actively involved with university, college and departmental committees. During the past five years, faculty and staff have been active members of the following groups: Faculty Senate, Graduate Council, department and college curriculum committees, numerous search and screen committees (at all levels, including member and chair responsibilities), NCATE/DPI Advance Programs, Women's Issues Committee, OPR processes for other units, and numerous ad hoc groups. Because membership is often solicited from each department, faculty members in a small department are called upon to have many committee involvements. In addition to committee work, several members have been active with providing consultation to other offices on campus (e.g., Dr. O'Beirne's work with the Human Resources Office and the conflict management program, or her involvement with the LEARN Center and programs for new faculty).

Beyond the campus, faculty members provide leadership in the community and in their professional organizations. Dr. Don Norman is President-Elect of the Wisconsin Association for Marriage and Family Therapy, 2004-2006; he has been a board member since 2001. Dr. Norman is also actively involved with ASERVIC and has chaired numerous conferences in the past five years. Dr. Norman also serves on several editorial boards. Dr. Anene Okocha served on the Editorial Board of *The Career Development Quarterly* from 1996 to 2003. Dr. David Van Doren is President of the Wisconsin Association for Counselor Education and Supervision (WACES); he also serves on the Board of the Wisconsin Counseling Association. Dr. Brenda R. O'Beirne is Treasurer of WACES, and is also involved with the legislative affairs committee of the Wisconsin College Personnel Association. Ms. Joni Downs has provided leadership in the Wisconsin School Counseling Association, serving as Post-Secondary Vice-President from 2003 to the present and Secondary Vice-President from 2002-2003.

These are highlights of the various contributions of faculty and staff. Additional professional memberships and activities can be found on individual vitae in Appendix F.

F. Resources for Students in the Program

1. Discuss the number of students in the program in relation to the resources available to the program. Factors which may be analyzed include: the number of students per faculty member; and the amount budgeted to student help, capital, supplies/services, etc.

The department budget includes monies dedicated to services and supplies and faculty/staff salaries. A total of \$7,285 is available for service and supplies (this supports all non-capital expenses, including the counseling lab). While we have worked within that limited funding base by utilizing more on-line resources and passing some of our costs on to students, there have been

restrictions on support for faculty travel and special projects. In most cases, faculty and staff have sought support from other offices (Graduate School, LEARN Center, COE Dean's Office, etc.) to pursue special projects (including conference attendance and presentations, many of which are self-funded). We have been conservative in our marketing efforts for the Counseling Lab given the limited funding support.

There are approximately 28 students per faculty member (head count) enrolled full-time in the program. In addition, when undergrad/grad courses are offered, more students are added to that total. Special funding from the Dean for the past two years (\$8100 each year to hire adjunct staff to work with practicum and internship), plus important support from the Graduate School to be able to offer Extension and Continuing Education courses, makes it possible to continue to offer our program as scheduled.

There are two half-time graduate assistantships available each year; these students provide support in our Counseling Lab and assist faculty and staff with teaching, research and service projects. Additional assistantships would be useful recruiting tools for our program and would simultaneously provide research assistance that is severely limited at this time.

Two scholarships are available specifically for students in the graduate program in Counseling; these are the Lefler Counseling Scholarship and the Intentional Acts of Kindness Scholarship. Each scholarship is offered once each year to one or more students.

G. Facilities, Equipment, and Library Holdings

2. Discuss the adequacy of the facilities, equipment, and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.

All the primary counseling journals are part of the library holdings, as well as many related journals in education, psychology, sociology, and social work. Access to electronic journals has been enhanced considerably in the last five years. The library has created a valuable resource on-line for our department, linking directly to data bases most often used in our field. In addition, the library has numerous books in counseling and related fields and has added many titles requested by counselor education faculty. In recent years, an increased number of videotapes have been purchased by the library at the request of the counselor education department. Although additional resources are periodically sought, the present library holdings appear sufficient for our students' needs.

The present counselor education laboratory was constructed in 1993, and consists of a classroom that accommodates approximately 25 students, a smaller classroom that accommodates up to 20 students (used as a group room), and four rooms that are used for individual or family counseling. One additional room is available for observation purposes; this room also serves as the office for the lab. Rooms are equipped with one-way mirrors and audio capabilities. All of the rooms have videotaping capabilities utilizing a centralized monitoring and recording system. The quality and age of the equipment has recently led to maintenance issues that we will hope to resolve through a lab modernization project in the near future. For now, counseling in all rooms can be videotaped and/or observed from the observation area. Acoustics have recently been upgraded to a satisfactory level in the lab. The space is functional for training, and accessible to clients from the university and community. A redesign of the space (or ideally more space) would create a better waiting and office area for clients, and separate multiple functions that exist

in one small space at this time. As there is opportunity to look differently at room use and space allocation, we will have ideas for how to renovate the Counseling Lab area. For now, it is used frequently for classes and client work.

The department has a number of test manuals, test protocols, and resource books available to faculty, staff and students in the lab. These resources are utilized in the lab and for a number of courses, as well as in preparation for the GSA-NCC.

Concluding Remarks:

The Audit and Review process has provided an opportunity to reflect on our work as a department. While a small program by all measures (number of faculty and number of students, as well as financial resources), there are many accomplishments and goals summarized in this report. We are excited about the possibilities while being aware of challenges. We look forward to discussion regarding questions and/or concerns.

Appendices

Appendix A: Audit and Review Evaluation Report from Last Review

Appendix B: Accreditation Report (if relevant)

Appendix C: Program AR(s)/Programs of Study

Appendix D: List Linking Courses to Learning Objectives

Appendix D1: List of Dual-Listed Courses and Graduate Requirements (if any)

Appendix E: Trend Data included from the University's Fact Book

Appendix F: Faculty abbreviated resumes (graduate faculty)

Appendix F1: Table of Faculty/Staff Primary Courses

Appendix G: Assessment Data (by year)

Copies needed

- 1 complete package to the department
- 1 complete package to the Dean's Office
- 13 complete packages for Graduate Programs to:

Barbara Monfils, Associate Vice Chancellor's Office
Hyer Hall - Room 420

No later than October 15th