WICHITA STATE UNIVERSITY

Program Review Self-Study Template

Academic unit: CLES

College: Education

Date of last review   April 2011

Date of last accreditation report (if relevant)

List all degrees described in this report (add lines as necessary)

Degree: EdD in Educational Leadership   CIP* code: 13.0401

Degree: EdS in School Psychology   CIP code: 42.2805

Degree: MEd in Educational Leadership   CIP code: 13.0401

Degree: MEd in Educational Psychology   CIP code: 42.2806

*To look up, go to: Classification of Instructional Programs Website, http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Degree: MEd in Counseling   CIP code: 13.1101

Faculty of the academic unit (add lines as necessary)

Name   Signature

Joel Abaya, Assistant Professor of Educational Leadership

Susan Bray, Assistant Professor of Counseling

Doris Burgert, Instructor, Educational Psychology

a. University Mission:

Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission): The mission of CLES is to prepare

faculty also teach service courses for the undergraduate teacher education program in the Department of

	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non	Ref	Non		**	***	Juried	****	Juried	Non				
				2		0	n/a	n/a	n/a	n/a	n/a	n/a	n/a			2	
	2		18				n/a	n/a	n/a	n/a	n/a	n/a	n/a				$8,250
	9	0		2			n/a	n/a	n/a		n/a	n/a	n/a			1	
					Ref		Ref						Juried				
Year 1 2013	0		20		0										0		$14,250

CLES Department

Table 1: Fiscal Year Summation of Student Credit Hour (SCH) Production

Course level	...052	4	2008	2007		Rolling 5 FY average		2013
						2008-2012	200	
58	052	4				4,620		4,605
0	0					0		0
28	953					1,043		1,059
0	0	1				14		5
56	796	1				1,028		1,039
35	672	1				1,861		1,778
39	631					673		723

entire department offerings.

Table 4: Instructional FTE Employed on November 1st Census Day

Employee type		2012	2006		Rolling 5 year average		
					2007-2011	200	
3	16.6						17
0	7.2					n/	8
0	4.0					n/	3
8	4.8					n/	5
5	0.5					n/	1
0	0.0					n/	0
0	0.0					n/	0
0	n/a					n/	0

Table 7: Degree Production by Fiscal Year

		2013			Rolling 5 FY average		2009-2013
					2007-2011	2008-2012	
55	39					50	50
11	6					6	5
5	2					3	4
7	13					17	17
9	4					6	6
23	14					18	18

ctoral.

1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

Learning Outcomes	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1. The doctoral candidate understands and applies inquiry processes necessary to help all students learn through a focus on problems of practice and human relations, and to contribute to the development of diverse learning organizations appropriate for the 21st century.	1. Seminar Assessment 2. Comprehensive Exam	1. 100% of 7 rubric items rated Acceptable or minimum score of 14 2. 100% Acceptable ratings on 20 rubric items or a minimum score of 40	In the past three years (2011-2013) 100% of doctoral students passed these assessments.	Results indicate students are attaining the learning outcomes to the requirements of the program. 95% of students who pass these assessments go on to successfully complete a dissertation.
2. The doctoral candidate understands and applies foundational content knowledge in leadership, communication, organizational theory, diversity, communication and information technology integration, collaboration, decision-making, policy analysis, and research methodologies.	1. Field Study Assessment 2. Comprehensive Exam	1. 100% of 8 rubric items rated Acceptable, or a minimum composite score of 16 2. 100% Acceptable ratings on 20 rubric items or a minimum score of 40	In the past three years (2011-2013) 100% of doctoral students passed these assessments.	

		2. 100% of 3 rubric items rated Acceptable or a minimum composite score of 6	
4. The doctoral candidate understands the potential appropriate/emerging technology creates for transforming learning and the learning environment:	1. Technology Assessment 2. Comprehensive Exam	1. 100% of 9 rubric items rated Acceptable or minimum composite score of 18	In the past three years (2011-2013) 100% of doctoral students passed these assessments.
	2. Comprehensive Exam Reflection		In the past three years (2011-2013) 100% of doctoral students passed these assessments.
	1. Reflection Assessment		

integration of technology in school leadership, research, and	Assessment Tool (e.g., portfolios, rubrics, exams)	on 20 rubric items or a minimum score of 40	Results	Analysis

4. The building level administrator is an educational leader who promotes the success of all students by collaborating with

1. Praxis II

1. State Cut Score of 165 or better

2. Acceptable or Target

In the past 3 years (2011-2013) 100% of the students have passed these assessments

families and community members, responding to diverse community

rating on each of 14 criteria

S in School

needs and interests, and

3. Community Resources and Business

3. Acceptable or Target

and needs, implements interventions to achieve those goals, and evaluates the

3. Intervention Project

3. 70/100 points

passed all assessments for this standard

3. Knowledge Exam: Standard 6 Questions

2. Practicum Field Experiences Evaluation: Performance Indicators for

this standard

			passed all assessments for this standard	
services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.	Standard 10 3. Knowledge Exam: Standard 10 Questions	3. Correctly answers 70% of questions	2013: 100% of candidates passed all assessments for this standard	

| Standard 11: The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality | 1. Comprehensive Examination: Standard 11 Questions 2. Practicum Field Experiences | 1. Correctly answers 70% of questions. 2. Ratings of 3, 4, or 5 on | 2011: 100% of candidates passed all assessments for this standard | |

MEd in Educational

100%

100%

100%

*

	Standard 11 3. Knowledge Exam: Standard 11 Questions	3. Correctly answers 70% of questions	passed all assessments for this standard 2013: 100% of candidates passed all assessments for this standard	

Learning Outcomes MEd in Counseling	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
1. The educational psychologist will know, understand, and apply learning theories to the educational setting.	Human Learning Theory Paper in CESP 820	90%		*
	Human Learning Research Project in CESP 820	90%		
2. The educational psychologist will know and understand	Human Development Theory Paper in CESP 728	90%		*

| contemporary education and counseling practices, preparation standards, professional credentialing practices, and ethical behaviors. | 3. Case Study #10 | items of rubric

3.Target/Acceptable on all items of rubric | | |
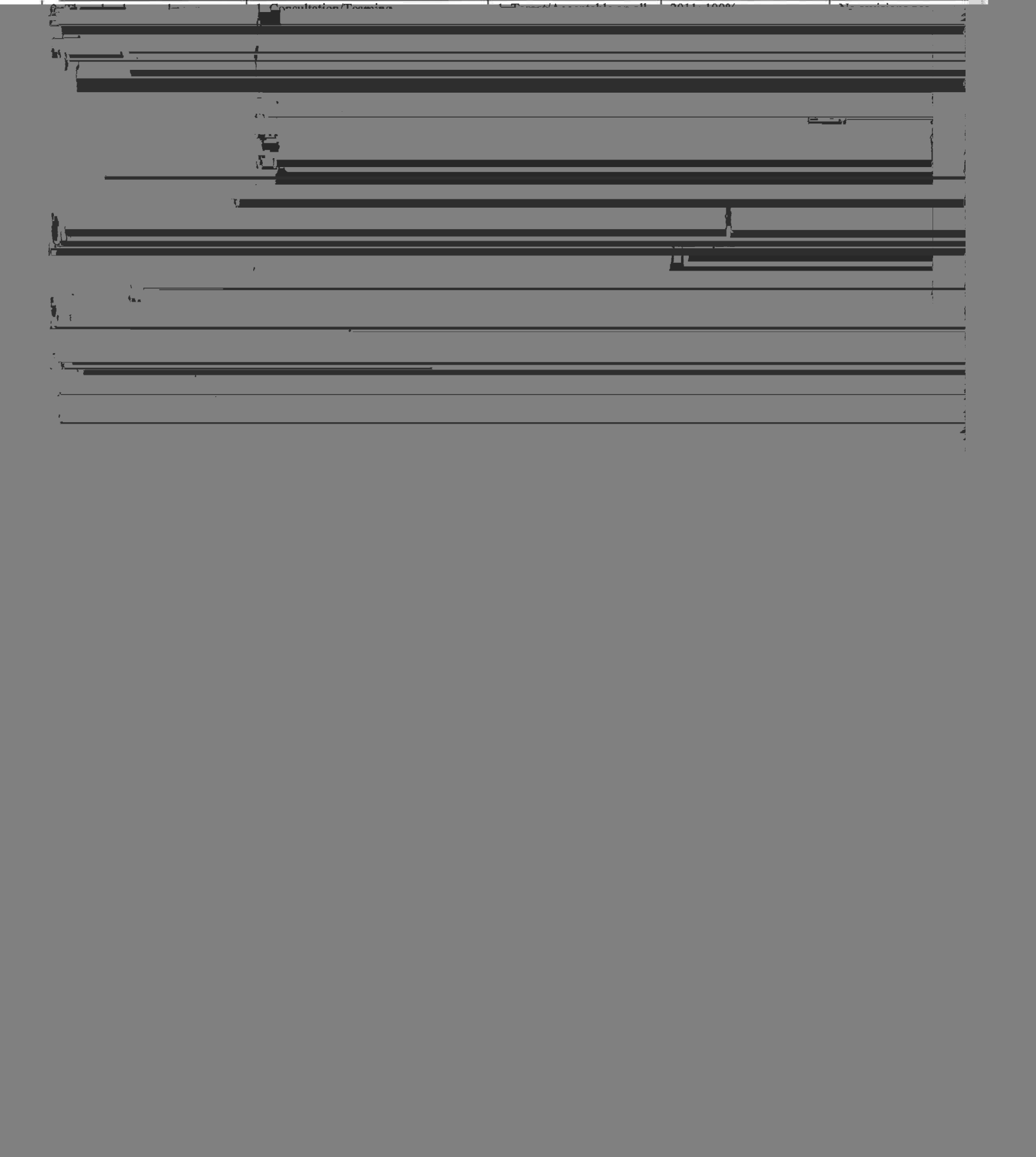
d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

Program Satisfaction Survey Results: Percent Satisfied/Very Satisfied

	N	2012	N	2013
University Graduate Level		80.0%		82.5%
College of Education Graduate Level		86.8%		86%
Educational Leadership	5	92.3%	10	94.7%

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years

Year   Name of Exam

Learner Outcomes (e.g., capstone,   exam   , for the last three years

          Name of Exam

          SLLA

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years

Year	N					
		Educational Psychology	3	100%	12	91.7%
		Counseling		71.4%	20	80%

Majors in CLES degree programs are highly satisfied with their program; with between 80 and 100% of graduates during the past three years reporting they were either satisfied or very satisfied.

MEd in

	N		Program Result	National Comparison±
2013	12	Praxis II– School Counseling	100%	
2012	9	Praxis II– School Counseling	100%	
2011	16	Praxis II– School Counseling	100%	

MEd in Educational

	N		Program Result	National Comparison±
Year	N			

The School Psychology program is also fully accredited by the National Association of School Psychologists (NASP). The program has maintained its stability in enrollment in graduates over the past five years. The program is scheduled to undergo accreditation review in Spring 2015.

The other programs are also scheduled for an accreditation review in Spring 2017 by the Council for Accreditation of Educator Preparation (CAEP), a new accreditation body that supersedes NCATE.

The Counseling program is currently not accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), but the faculty are investigating the process for self-study, which is the initial step in the accreditation process.

Analyze the student need and employer demand for the program. Complete for each program if appropriate.

a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

Employment of Majors*

	N	Average Salary	Employment % in the field	Employment: % related to the field	Employment	No. pursuing graduate or professional education	Projected growth from BLS**	Current year only
EL		$64,970	100%	100%	0%	0%	n/a	
EL							n/a	
Ed Psych		$33,625	100%	20%	80%	0%	n/a	
Counseling		47,214	100%	100%	0%	0%	n/a	

CESP*** **(refer to instructions in the WSU Program Review document for more information on completing this section)**

b. Utilize the table below to provide data that demonstrates student need and demand for the program.

2012		
	15	
	14	11.1%
2013		
	19	
	5	
	13	

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.
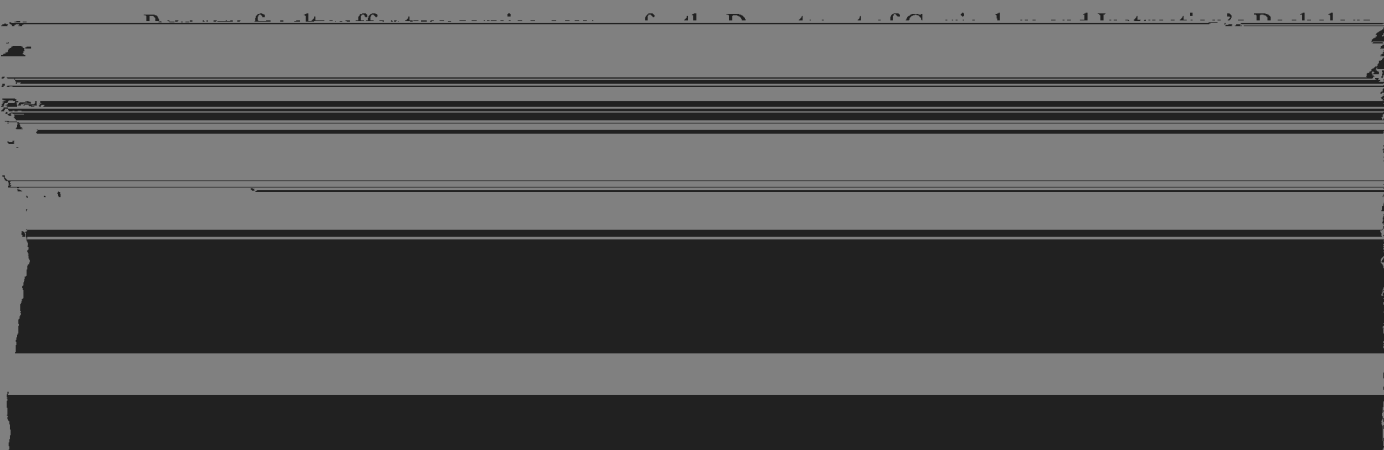
in private practice or agencies where mental health services for adults and children are provided. The projected growth rate for school counselors is 12%, for mental health counselors it is 29%, and for jobs in post-secondary administration it is projected at 15%.

Demand for the Masters degree in Educational Psychology has declined slightly over the past three years, with an average of 15 applicants, 11 being admitted, and 7 enrolling in the program. A majority of these students go on to pursue the EdS in School Psychology. Other graduates pursue doctoral degrees in Psychology or a related discipline. Many graduates with a Masters degree in Educational Psychology work in private industry or become post-secondary teachers. As noted above, the job growth rate for careers in Educational Psychology is 12% and 19% for post-secondary teachers.

The Educational Specialist degree in School Psychology is a highly specialized discipline, where the demand for

5. **Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section)**
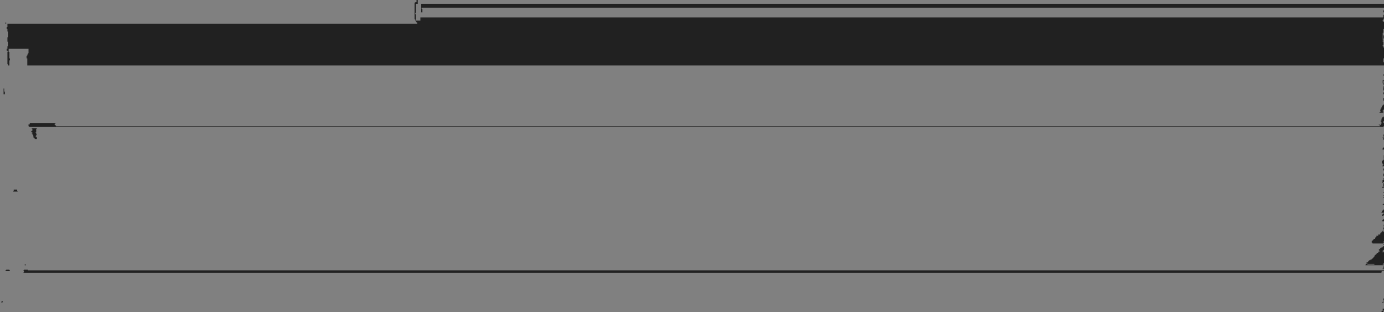
Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

6. **Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on   this section).**

(For Last 3 FYs)   Goal (s)   Assessment Data Analyzed   Outcome

As noted at the outset of this report, at the last review, these programs were situated in two different departments. When the previous self-studies were completed in 2011, the report template did not call for the identification of program goals.

7. **Summary and Recommendations**

work together. We have an opportunity to increase the enrollment of international students in the Masters in Educational Psychology and the doctorate in Educational Leadership because they are not KSDE licensure programs. Pursuing non-traditional students these two degree programs has the potential to increase enrollments, which is especially important for boosting enrollments in the Educational Psychology Masters degree program. Offering a doctoral degree in Adult Education/Adult Learning should also help Educational Psychology enrollments, as most students who pursue this degree will be graduates of those programs. Educational Psychology program faculty have the capacity to expand research course offers to other disciplines on campus. CLES faculty have the expertise and desire to offer

weaknesses are also opportunities.