

Department of Counseling and Student Affairs
CMHC MCFC Program Assessment Annual Report
February 28, 2024

Counseling Faculty, Drs. Dye, Jenkins, Mason, Payne, and Sauerheber met on February 28, 2024, to review, discuss and address CACREP Section 4: Evaluation in the Program. A summary of their discussions is noted in response to the related standards outlined below.

- A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines: (1) the data that will be collected; (2) a procedure for how and when data will be collected; (3) a method for how data will be reviewed or analyzed; and (4) an explanation for how data will be used for curriculum and program improvement.
- B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

1. Admissions and Applicant Data

Review of Admissions and Applicant Data

- Enrollment across the CMHC program has been steadily growing; from 44 enrolled in 2019, to 53 enrolled in 2023. Ten CMHC degrees were awarded in 2018/19; 20 were awarded in 2022/23. Enrollment in the MCFC program has changed from 15 enrolled in 2019 to 6 enrolled in 2023. 5 MCFC degrees were awarded in 2018/19; 1 was awarded in 2022/23. Spring enrollment doubled in 2023 as compared to previous years.
- The CMHC Mean Application Rating for fall and spring semesters since fall of 2020 is 14/20; MCFC is 14; with the spring of 2023 mean rating for both program areas being higher than it has ever been.
- The CMHC Mean Group Interview Rating for fall and spring semesters since fall of 2020 is 16/20; MCFC is 16.

Discussion: Dr. Dye and Dr. Jenkins worked with GAs to engage in recruitment activities (i.e., inquiry meetings) with undergraduates to help build enrollment. Dr. Jenkins coordinates department representation at all WKU related marketing events. Based upon the enrollment data, their efforts are contributing to growth. MCFC enrollment numbers are growing; this could be due to students not understanding that either program does not restrict their employment opportunities. The experiential group interview continues to provide faculty opportunity for observation of how applicants agree/disagree and come to problem resolution. Dr. Jenkins noted that often some applicants will speak more than others; faculty decided to be intentionally about leading the discussion and

bringing in more reserved applicants.

2. CPCE Comprehensive Examination Data

CPCE has been many changes to their process, requiring the Department's Comprehensive Exam Coordinator to attend multiple training sessions. As a department, including students, we are still becoming acquainted with the new processes and changes.

- The mean scores across CPCE content areas and total for Spring of 2023 test-takers are as follows. The CPCE National – All Scores (Supplemental + Evaluation) for that same semester are in parenthesis.
 - C1 Prof Counseling Orientation Ethical Practice, 11/16 (11.09)
 - C2 Social and Cultural Diversity, 8/16 (10.03)
 - C3 Human Growth & Development, 10/17 (10.5)
 - C4 Career Development, 10/17 (10.4)
 - C5 Counseling & Helping Relationships, 9/16 (9.84)
 - C6 Group Counseling, 11/17 (11.8)
 - C7 Assessment and Testing, 10/17 (9.97)
 - C8 Research & Program Evaluation, 12/17 (11.55)
 - Total, 81 (85.1)

Discussion: Faculty agreed that it is difficult to teach to the CPCE as they are not privy to the questions. Students have shared that have been tested on “new” theories that they “have not even heard of.” However, we feel confident that every major theory is being covered in the Theories of Counseling course. In fact, students in this course are required to take both a mid-term and final exam on the theories. We would like to petition CPCE to make recommendations about textbooks that cover the learning objectives related to counseling and helping relationships that are included in the exam.

Faculty noted that students frequently comment on what they have learned from in our Social and Cultural Diversity class. As previously mentioned, it is difficult to teach to the CPCE as they are not privy to the questions. Faculty are aware of the significant evolving of theory and practice as related to social and cultural diversity. Faculty would like to petition to CPCE to consider the influences of timeframe of training, theoretical lens, and experience on content development.

We are pleased with the results of the Research & Program Evaluation. An adjunct has been teaching this course and appears to be doing a phenomenal job teaching to the standards.

Faculty agreed that we will review the essay exam questions and make appropriate adjustments after the Department have updated the CMHC MCFC curriculum to match the 2024 CACREP learning objectives.

3. Critical Performances/Key Assessments

The Department has launched the Anthology system as of this spring, 2024. All faculty teaching courses with Key Assessments attended a training by Lucas Green, the CEBS Data Specialist during February 2024.

4. Professional Performance Reviews (PPRs) Spreadsheet

The mean scores across PPR criterion are noted below and are consistent with what faculty believe should be represented. The legend is as follows: (4) Exceeds Criteria; (3) Meet Criteria consistently for program level; (2) Needs support; meets criteria minimally or inconsistently for program level; (1) Needs remediation; does not meet criteria for program level. When students are rated as a 1 or 2 across multiple criteria, students may be placed in a Support and Remediation Plan. The decision is a result of a thorough discussion and assessment of faculty concerns, as well as student need and their readiness and fit for the profession.

- 1. Respects divergent points of view
 - Fall 2023, 3.02
 - Spring 2023, 3.13
- 2. Awareness of diversity and non-discrimination
 - Fall 2023, 3.05
 - Spring 2023, 3.16
- 3. Academic performance (in both face-to-face and digital platforms)
 - Fall 2023, 3.14
 - Spring 2023, 3.28
- 4. Appropriate in-class behavior
 - Fall 2023, 3.19
 - Spring 2023, 3.13
- 5. Collaboration; contribution to positive environment
 - Fall 2023, 3.11
 - Spring 2023, 3.2
- 6. Reflective practice
 - Fall 2023, 3.02
 - Spring 2023, 3.22
- 7. Accepts personal responsibility
 - Fall 2023, 3.02
 - Spring 2023, 3.22
- 8. Personal & professional growth
 - Fall 2023, 3.05
 - Spring 2023, 3.28
- 9. Receive, give, and integrate feedback
 - Fall 2023, 3
 - Spring 2023, 3.23
- 10. Ethical & legal boundaries
 - Fall 2023, 3
 - Spring 2023, 3.11
- Total Mean across Criterion
 - Fall 2023, 3.06
 - Spring 2023, 3.20

Discussion: *In response to the required CACREP Substantial Report, more digital offerings, and themes related to student concerns, the Academic and Performance criteria were revised as noted below. All future PPRs will follow suit.*

- *Respects divergent points of view*
- *Awareness of diversity and non-discrimination*
- *Academic performance (in both face-to-face and digital platforms)*
- *Appropriate in-class behavior (in both face-to-face and digital platforms)*
- *Collaboration, contribution to positive environment (in both face-to-face and digital platforms)*
- *Reflective practice and personal responsibility*
- *Personal, interpersonal & professional growth*
- *Receives and integrates feedback*
- *Engagement in digitally delivered courses and programs*
- *Ethical and legal compliance (per respective profession)*

The faculty feel confident that they continue to provide support to students by encouraging their successes, as well as helping them through challenges. Based upon the mean averages, all CMHC and MCFC students over the last year have met criteria consistently. Faculty attribute the following factors that may help keep this average: our cohort model; required department orientation (including reference to the Department Handbook); accessible faculty advising and mentorship; the environment we create in the classroom; modeling of the aforementioned criteria among faculty.

5. Site Supervisor Evaluations

Faculty focused on the ratings of criteria that had the highest average ratings, as well as criteria that averaged lower ratings; with the rating scale on Likert (1 = unsatisfactory, did not meet expectations; 6 = outstanding for training level).

Higher Rated Criteria

- Item 2. Invest time and energy in becoming a counselor. (5.44)
- Item 9. Keeps appointments on time. (5.39)
- Item 3. Accepts and uses constructive criticism to enhance self-development and counseling skills. (5.33)
- Item 4. Engages in open, comfortable, and clear communication with peers and supervisors. (5.33)
- Item 1. Demonstrates a personal commitment to developing professional competencies. (5.33)

Lowest Rated Criteria

- Item 27. Initiates periodic evaluation of goals, action steps, and process during counseling. (4.50)
- Item 20. Uses silence effectively in the interview. (4.50)
- Item 16. Recognizes and resists manipulation by the client. (4.50)

Discussion: *Dr. Rhemma Payne (CMHC MCFC Clinical Coordinator) provided a summary of the data. She noted the importance of attending to the lower rated criteria, helping students be aware of the importance of incorporating silence. Item 16 comes directly from a textbook that is recognized within the profession's literature. We do not believe this item appropriately reflects a wellness model; nor does it encourage a working relationship between student counselor and client. Overall, based upon the data, mean averages across criteria are 4/6 or above.*

6. Student Evaluation of Supervisor forms

Faculty focused on the ratings of criteria that had the highest average ratings, as well as criteria that averaged lower ratings; with the rating scale on Likert (1 = unsatisfactory, did not meet expectations; 6 = outstanding for training level).

Higher Rated Criteria

- Item 13. Allows me to discuss problems I encounter in my practicum/internship setting. (5.888)
- Item 16. Helps me define and maintain ethical behavior in counseling and case management. (5.888)
- Item 17. Encourages me to engage in professional behavior. (5.888)
- Item 18. Maintains confidentiality in material discussed in supervisory sessions. (5.888)
- Item 2. Accepts and respects me as a person. (5.833)

Lowest Rated Criteria

- Item 26. Explains his/her criteria for evaluation clearly and in behavioral terms. (5.444)
- Item 21. Helps me organize relevant case data in planning goals and strategies with my client. (5.388)
- Item 11. Helps me define and achieve specific concrete goals for myself during the practicum experience. (5.277)

Discussion: *Dr. Rhemma Payne (CMHC MCFC Clinical Coordinator) provided a summary of the data. The rated criteria are still rated 5/6. The data reflects that students are being supported. Finally, as a Department, we are grateful for our Site Supervisors and their support of our students and the Department.*

7. CNS Student Satisfaction Exit Survey (2023, Spring)

The survey includes questions related to demographics, current employment, conference attendance, extracurricular activities, scholarships received, as well as questions related to satisfaction across various domains. Excerpts and responses are as follows:

- The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates.
(APR E.1): Curriculum and Programming.
 - When classes are scheduled, 17% of participant response
 - Face-to-face classes, 22% of participant response

- Hybrid classes, 22% of participant response
- On-line/Digital Delivery, 13% of participant response
- Structure of class meetings, 17% of participant response
- Classes offered, 8% of participant response
- New Student Orientation, 0% of participant response
- The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1): Faculty.
 - Knowledge base and expertise of faculty, 40% of participant response
 - Faculty mentoring/relationship, 30% of participant response
 - Preparedness of faculty, 30% of participant response
- The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1): Personal and Professional Development.
 - Support from faculty for your personal development, 50% of participant response
 - Support Plans, 0% of participant response
 - How the program helped prepare you for employment, 50%

Discussion: As is the case with all surveys, responses are volunteer and often do not capture the majority. Thus, it is important to be aware of how data/information can be skewed towards positive or negative. Nonetheless, students seem to prefer a combination of face to face and hybrid course offerings. They are overall pleased with the knowledge, expertise, and preparedness demonstrated by faculty; and appreciate the relationships they have built with faculty. Once the 2024 CACREP Standards have been infused into the programs, it may be relevant to revise the survey to adapt to related standards.

8. Alumni Counseling Satisfaction Survey (2023, Spring)

Per the required Assurance of Student Learning Report required by SACS, this survey is an indirect measure of the Program Student Learning Outcome 2: Obtain appropriate state or national credentialing in their chosen profession. Alumni are sent an invitation via email to complete a satisfaction at the end of each academic year. The survey includes a set of demographic questions, as well as qualitative and quantitative questions related to obtaining credentials: (a) are you currently employed in a clinical and/or counseling-related job; (b) did you pass the National Certified Counselor exam; (c) how satisfied are you with your experience in the WKU counseling program; (d) how well did WKU counseling program prepare you for working in the field?

The results from question (a) are you currently employed in a clinical and/or counseling-related job: yes (11/12 respondents). Results from question (b) did you pass the National Certified Counselor exam: 6/6 respondents passed. Results from question (c): how satisfied are you with your experience in the WKU counseling program: “extremely satisfied,” 8/10 respondents; “somewhat satisfied,” 2/10 respondents. The results from question (d) how well WKU counseling program

prepared you for working in the field: “extremely well,” 5/10 respondents; “very well,” 5/10 respondents. Responses to the qualitative question, “From your experience, what would you say are the greatest strengths of the WKU counseling program?” was as follows:

- Working and learning at the same time.
- Helpful professors, dedicated office staff, supportive environment
- The professors were wonderful. It was a very hands-on experience.
- Preparation for the real world.
- The range of experience of the professors. The ability of the professors and the willingness to help counselors-in-training.
- Excellent faculty, panels with counselors out in the field, faculty with different theories to learn from, consistency, accreditation, emphasis on the most important counseling skill being self-care.
- Diversity, leadership, mentorship, caring professors, challenging while being rewarding
- WKU's strengths are the reputation of the program and the Professors who are gatekeepers for the program itself, and the profession. They are the most esteemed people I know in the profession.

Discussion: As is the case with all surveys, responses are volunteer and often do not capture the majority. Thus, it is important to be aware of how data/information can be skewed towards positive or negative. Overall, alumni commented on a strong list of program strengths (as bulleted above). Quantitatively, all respondents agreed that they were satisfied with the program. Faculty maintain relationships with the majority of their students after they graduate and believe that this is a better pulse on satisfaction, employment, and life after one's academic tenure. Many faculty serve as references for students pursuing doctoral work. In the last 2 years, at least 4 graduates were hired to teach as adjunct instructors. Once the 2024 CACREP Standards have been infused into the programs, it may be relevant to revise the survey to adapt to related standards.

9. Counseling Site Supervisor & Employer Satisfaction Survey (2023, Spring)

Per the required Assurance of Student Learning Report required by SACS, this survey is an indirect measure of the Program Student Learning Outcome 3: Develop skills desired by prospective employers. The survey includes a set of demographic questions, as well as qualitative and the following quantitative questions related to their experiences of our students: (a) how satisfied are you with the professional performance of WKU counseling interns and/or graduates; (b) How well do WKU counseling interns and/or graduates meet the expectations of your agency or school?; (c) How likely are you to employ WKU counseling graduates and/or supervise interns in the future?

The results from question (a) how satisfied are you with the professional performance of WKU counseling interns and/or graduates were as follows: 4/6 respondents were “extremely satisfied” and 2/6 was “somewhat satisfied.” The

results from question (b) How well do WKU counseling interns and/or graduates meet the expectations of your agency or school were as follows: 3/6 respondents noted “extremely well;” 3/6 noted “very well. The results from question How likely are you to employ WKU counseling graduates and/or supervise interns in the future were as follows: 5/6 respondents noted “extremely likely” and 1/6 noted “somewhat likely.” Responses to the qualitative question, “From your experience, what are the greatest strengths of WKU counseling graduates and/or interns?” was as follows:

- Good foundational skills; most have been open minded about experiences
- The instructors have high expectations of students. Mediocrity is not accepted at WKU. I know this because I am a graduate of WKU's counseling program. The program is strong in the theoretical application of counseling.
- I find that the interns from the counseling department come with more clinical knowledge than the other departments that I take interns from on occasion, such as social work. I have also experienced more professionalism from the counseling students in comparison.
- Attending to and providing empathy for our patients at the clinic. Engaging in providing professional individual and group therapy services and ensuring clinical documentation is completed by the end of workday.
- WKU graduates typically are prepared to enter the field and supervision addresses growth, specialization rather than remediation.
- Knowledge base of basic counseling skills, work ethic, sound understanding of the counseling field and ethics.

Discussion: As is the case with all surveys, responses are volunteer and often do not capture the majority. Thus, it is important to be aware of how data/information can be skewed towards positive or negative. Despite soliciting the invitation to complete the survey on multiple platforms, only 6 responded. The Department also solicits feedback from site supervisors, faculty supervisors and students on a consistent basis, and engages in conversation about the feedback and/or makes adjustments to meet related needs.

Faculty discussed the narrative feedback provided in the survey. It is likely that feedback is very much related to the climate, environment, and client needs specific to each site. We are confident in the Department's relationship and communication with sites by both our Clinical Coordinator and Faculty Supervisor; and our receptivity to feedback throughout.

- C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.
- D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the

program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

- E. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year; (2) pass rates on credentialing examinations; (3) completion rates; and (4) job placement rates.
- F. *The noted information is always included in the Vital Statistics Surveys that are always posted at <https://www.wku.edu/csa/evaluationdata.php>.*