

**Assurance of Student Learning
2020-2021**

College of Education and Behavioral Sciences

Counseling and Student Affairs

Counseling 043

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Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Apply theoretical and practical knowledge of professional/clinical competence in a culturally diverse society

Instrument 1 CMHC/MCFC Comprehensive Examination

Instrument 2 Key Assessments (performance indicators)

Instrument 3 Professional Performance Reviews

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Obtain appropriate state or national credentialing in their chosen profession

Instrument 1 CMHC/MCFC Comprehensive Examination

Instrument 2 Key Assessments (performance indicators)

Instrument 3 Site Supervision Evaluations

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Develop skills desired by prospective employers

Instrument 1 CMHC/MCFC Comprehensive Examination

Instrument 2 Key Assessments (performance indicators)

Instrument 3 Site Supervisor and Employer Survey

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

As noted throughout the subsequent pages, there are DIRECT and INDIRECT measures of the Student Learning Outcomes noted above. These measures are both objective and narrative in nature and are conducted over the course of any given student's enrollment in the program. The results provide averages and trends related to the Student Learning Outcomes. A synthesis of both the objective and narrative results note areas of program success, as well as areas of growth. All faculty are involved in making decisions related to the enhancement of the program based upon the results of these measurements.

Student Learning Outcome 1

Student Learning Outcome	Apply theoretical and practical knowledge of professional/clinical competence in a culturally diverse society		
Measurement Instrument 1	CMHC/MCFC Comprehensive Examination, DIRECT measure. The CMHC/MCFC Comprehensive Examination is the on-line Counselor Preparation Comprehensive Examination (CPCE) and is provided by the Center for Credentialing & Education (CCE). It is a 136-item multiple choice test that is intended to be a fair and rigorous test of the student's mastery of important areas of professional knowledge in (a) the fundamentals of counseling theory, research, practice, and ethics/policy, and (b) theory, research, practice, and ethics/policy pertinent to the concentration or specialty in which the student is enrolled. The examinations require each master's student to demonstrate the ability to understand, apply, analyze, synthesize, and evaluate concepts, ethical principles, policies, research, research design, strategies, techniques, and values derived from the student's graduate preparation. The results of the exam provide comparison scores between our students and national scores, as well as minimum, maximum, mean and standard deviations across 9 content areas including: human growth and development, social and cultural diversity, helping relationships, group work, career development, assessment, research and program evaluation, and professional orientation and ethical practice.		
Criteria for Student Success	All students must pass the exam to graduate. Our target is that the overall average score for all students will not be less than one standard deviation below the national mean score; and in content area will the average score across students be one standard deviation below the national mean score in that content area. Information for the Spring 2021 comprehensive exams is included in the supplemental document and in brief: The overall average score across all sections for the 29 students was 86.9. The overall national mean was 89.2. Our students performed higher than the national mean in sections: professional counseling orientation and ethical practice and in assessment and testing.		
Program Success Target for this Measurement	100% Our target is that the overall average score for all students will not be less than one standard deviation below the national mean score; and in content area will the average score across students be one standard deviation below the national mean score in that content area.	Percent of Program Achieving Target	100%
Methods	The Center for Credentialing & Education (CCE) provides both national and university statistics and averages approximately 4 weeks after students take the exam.		
Measurement Instrument 2	<p>Key Assessments, or performance indicators, DIRECT measure. Key Assessments, or performance indicators are assignments that assess various Standards required by our accrediting body, CACREP. These assignments are measured across time, in various courses and are graded upon a 4-point rubric (4=A, 3=B, 2=C, 1=D or below). The grid at the end of this report includes the CACREP Standards being measured and what assignments are addressing the given standard.</p> <ol style="list-style-type: none"> 1. Professional Counseling Orientation and Ethical Practice. i. self-care strategies appropriate to the counselor role. The average score across 4 assignments within the curriculum that address this standard is 3.88/4. 2. Social and Cultural Diversity. c. multicultural counseling competencies. The average score across 3 assignments within the curriculum that address this standard is 3.80/4. 3. Human Growth and Development. f. systemic and environment factors that affect human development, functioning, and 		

	<p>behavior. The average score across 3 assignments within the curriculum that address this standard is 3.49/4.</p> <p>4. Career Development. b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. The average score across 4 assignments within the curriculum that address this standard is 3.90/4.</p> <p>5. Counseling and Helping Relationships. i. development of measurable outcomes for clients. The average score across 3 assignments within the curriculum that address this standard is 3.81/4.</p> <p>6. Group Counseling and Group Work. f. types of group and other considerations that affect conducting groups in varied settings. The average score across 2 assignments within the curriculum that address this standard is 3.88/4.</p> <p>7. Assessment and Testing. g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. The average score across 3 assignments within the curriculum that address this standard is 3.94/4.</p> <p>8. Research and Program Evaluation. a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. The average score across 3 assignments within the curriculum that address this standard is 3.62/4.</p> <p>9. C.1. FOUNDATIONS. b. theories and models related clinical mental health counseling. The average score across 3 assignments within the curriculum that address this standard is 3.85/4.</p> <p>10. C.2. CLINICAL MENTAL HEALTH COUNSELING 2. CONTEXTUAL DIMENSIONS. j. cultural factors relevant to clinical mental health counseling. The average score across 3 assignments within the curriculum that address this standard is 3.68/4.</p> <p>11. C. CLINICAL MENTAL HEALTH COUNSELING. 3. PRACTICE. b. techniques and interventions for prevention and treatment of a broad range of mental health issues. The average score across 3 assignments within the curriculum that address this standard is 3.69/4.</p> <p>12. F. MARRIAGE, COUPLE AND FAMILY COUNSELING 1. FOUNDATIONS. d. sociology of the family, family phenomenology, and family of origin theories. The average score across 3 assignments within the curriculum that address this standard is 3.80/4.</p> <p>13. F. MARRIAGE, COUPLE AND FAMILY COUNSELING 2. CONTEXTUAL DIMENSIONS. 1. physical, mental health, and psychopharmacological factors affecting marriages, couples, families. The average score across 3 assignments within the curriculum that address this standard is 3.75/4.</p> <p>14. F. MARRIAGE, COUPLE AND FAMILY COUNSELING 3. PRACTICE. b. fostering family wellness. The average score across 3 assignments within the curriculum that address this standard is 3.76/4.</p>		
Criteria for Student Success	Since graduate students must maintain a 3.0 average in order to remain in Graduate School, the overall average score on key assessments will be 3 and on no individual rubric will the score be less than 2.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	Faculty grade the Key Assessments and provide students with a quantitative score with qualitative feedback when appropriate. In cases of on-line quizzes or exams, the score is automatically populated and accessible to students in the Blackboard gradebook. Key Assessment reports are generated that include average student scores on each key assessment standard (or critical performance if prior to 2018) per course offering, as well as average scores within program areas. The Department maintains a CACREP Key Assessment Statistics spreadsheet that includes data that provides faculty with information related to performance trends on any given Key Assessment, as well as individual student performance patterns. Averages scores on each		

	Key Assessment, as well as the average score for the CACREP Standard being measured across courses is noted in the Supplemental Document.		
Measurement Instrument 3	Professional Performance Reviews (PPRs), DIRECT measure. PPRs of every enrolled student are completed towards the end of the fall and spring semester. Students are rated on the following 10 items on an evaluation scale of 1 to 4 (1=Needs remediation, does not meet criteria for program level; 2=Needs support, meets criteria minimally or inconsistently for program level; 3=Meets criteria consistently for program level; 4=Exceeds criteria): (1) Respects divergent points of view. (2) Awareness of diversity and non-discrimination. (3) Academic performance (coursework, participation); (4) Appropriate in-class behavior. (5) Collaboration; contribution to positive environment. (6) Reflective practice. (7) Accepts personal responsibility. (8) Personal and professional growth. (9) Receives, gives, and integrates feedback. (10) Ethical and legal boundaries (e.g., sexual, professional).		
Criteria for Student Success	The overall average score on PPR across students will not be less than 3 and on none of the items will the average score across students be less than 2. A cumulative score of 30 would indicate that the student is consistently meeting criteria, however CSA tends to rely more on discussion or qualitative data (i.e., observation of and experiences with the student) than on the quantitative data when coming to a consensus about how a student is performing. For example, if a student is struggling with coursework and earns a 1/4 on this particular criterion, but is meeting or exceeding requirements on the other items, we will schedule a formal advising and support meeting with this student. For example, this was our process in working with a student who was struggling with health conditions which were impacting their academic success. While “health and wellness” is not a criterion on the PPR, it contributes to a student’s success or lack thereof.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	<p>Towards the latter half of each semester, faculty meet to review each enrolled student according to the rubric mentioned above. Through faculty discussions, we determine a consensus rating score for each of the ten criteria. This results in an average score and allows us to create qualitative feedback for each individual, which is then mail merged into individual student letters that are emailed after final grades have been posted. This engaging and thorough process involves faculty sharing their individual observations of each student’s academic, interpersonal and professional performance and activity. On many occasions, faculty have different perspectives and experiences of any given student. For example, if one faculty member has a completely different experience of a student, the faculty respectfully challenge each other to consider their individual interactions with students. This has led to a very self-reflective process among program faculty to enhance our own professional and personal development, as well as challenge our current perspectives of the student being discussed.</p> <p>For Spring 2021, average scores among all students in each item were as follows</p> <ol style="list-style-type: none"> 1. Respects divergent points of view. 3.42 2. Awareness of diversity and non-discrimination. 3.03 3. 3. Academic performance (coursework, participation). 3.04 4. 4. Appropriate in-class behavior. 3.03 5. 5. Collaboration; contribution to positive environment. 3.14 6. 6. Reflective practice. 3.12 7. 7. Accepts personal responsibility. 3.04 8. 8. Personal & professional growth. 3.19 9. 9. Receive, give, and integrate feedback. 3.04 10. 10. Ethical & legal boundaries. 3.08 		

	<p>In summary, the average across all criteria and all enrolled students was above 3.00, with the lowest average score being 3.03 (items [2] and [4]) with the highest average scores as follows: 3.14 in Item 4, Appropriate in-class behavior and 5, Collaboration; contribution to positive environment.</p>	
<p>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</p>	<p><u>Met</u></p>	<p>Not Met</p>
<p>Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)</p>		
<p>The counseling programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. The plan includes various data (noted above) that is collected, reviewed and analyzed, and used for curriculum and program improvement. The sources and analysis of these data help inform CSA about how to meet and maintain the following Program Objectives: (a) CSA Programs will provide relevant, practice-oriented programs designed to build an applied, theoretical knowledge base while assisting students in the development of professional/clinical competence in a culturally diverse society. (b) As part of their programs of study, students will obtain academic course work and supervised clinical experiences necessary to seek appropriate state or national credentialing in their chosen profession. (c) Academic and clinical education will prepare graduates with the skills desired by prospective employers. We anticipate an accreditation self-study visit this summer and will address suggestions there after.</p>		
<p>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</p>		
<p>We are always using data for program improvement. In fact, we addressed such in the CACREP self-study report that was submitted in October 2019.</p> <p>Measurement Instrument 1, Comprehensive Examination: Up until 2016, the comprehensive exams consisted of an objective portion (CPCE) and essay exams. After much conversation, the faculty decided to eliminate the required essay portion and instead, if students did not receive a passing score on the CPCE, they were moved Step 2 which included the written essay exam, or if necessary, onto Step 3 which included an oral exam. The faculty chose to dedicate time towards helping students become more successful on the CPCE and the National Counselor Exam (NCE). For example, CSA now incorporates more multiple-choice quizzes and exams throughout courses so as to give students opportunities to practice taking multiple-choice exams. Our Omega Kappa Upsilon Chapter of the Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society International also hosts Comps and NCE Review Sessions that helps prepare students for the CPCE and the NCE. In order to build student knowledge in Career Development, Dr. Wolf built a webpage that summarizes key career theories as a refresher to help them remember key content. One of the challenges in improving scores is that faculty are not permitted to view the exam nor do we have access to the questions. While CSA teaches to the standards and places an emphasis on application and experiential skills, we do not teach to certain text books or the CPCE/NCE and may focus more time on areas that are not necessarily included in the exam. Students who have taken the exam have given CSA feedback that some of the questions on the CPCE reference authors of particular textbooks (e.g., Corey). Additionally, several students mentioned that they were tested on concepts related to addictions, diagnosis, theories, and family systems; however, those areas are not listed as part of the eight areas required to take for the CPCE or NCE. Most students (who passed and failed) provided feedback that even after studying NCE-specific study guides, they felt unprepared because many of the questions they saw in the test prep materials and in their classes covered different material; they felt they should have focused more on test-taking strategies to avoid their self-doubt, second-guessing, and anxiety. Distractions were also reported as impeding success for the students who failed the spring 2019 exam; they reported that standardized testing has been a long-term issue for them. The high-stakes test, increased anxiety, and technical issues related to two of the computers were reported as significant factors. Furthermore, one student mentioned being easily distracted by a repetitive sound in the test room; another has a potential learning disability but did not request accommodations, and the third admitted to not having as much time as she needed to study because of conflicting obligations of her final classes, internship, and job. Consequently, although most of our students appear to score near the national mean, CSA faculty have discussed guiding graduates to explore better test-taking strategies, decreasing anxiety, addressing necessary accommodations (e.g., learning disabilities, ADHD), and correcting potential distractions at the new testing center for future exams. Although the standardized test allows us to compare our student performance against other counseling programs across the nation, we realize that it is not a perfect assessment of our graduate's ability to be a competent counselor. Therefore, we use it as a guide to help identify areas upon which we can improve and as a prompt to prepare students for the NCE which is needed for state licensure. Those not qualifying as competent would have been identified earlier and participated in a remediation process or been counseled out of the program before they were able to take the</p>		

comprehensive exams. Since this is the only examination that is nationally normed, validated, and reliable, CSA will continue to use it but also provide alternative assessment options (e.g., essay, oral exam) as necessary. The preparation for the CPCE also helps students get ready for the National Counselor Exam (NCE).

Measurement Instrument #2, Key Assessments: Assessing standards across time allows for additional data that could provide better insight into where curriculum and program improvements should be made. For example: (a) Comparing scores of key assessments measuring the same standard across time might elicit common areas (i.e., classes, in clinical supervision) in which students are struggling. If multiple students are struggling, we will assess the course expectations. Further investigating of this trend may result in creating better course assignments, lectures or activities. (b) Analysis of such data may also reveal in what specific areas of the curriculum and program any given student is struggling. Program improvement may result in creating better support structures for students. The CPCE is used as our exit exam and as a Key Assessment because it is reliable and valid. However, since faculty are not privy to the CPCE questions, it is difficult to make informed based decisions about program improvement. That is, while scores may indicate whether students have or have not mastered certain content, we cannot make specific content-related enhancements without knowing the specific content of this Key Assessment (the CPCE). The faculty cannot underscore the importance of their use of qualitative data to inform best practices in teaching and curriculum and program improvements. Quantitative measurements may be indicative of program strengths and/or areas in which improvement can be made, however the CSA faculty strongly believe that it is the qualitative data (conversations with students, graduates, site supervisors and among faculty) that provides support and confirmation of such data.

Measurement Instrument #3, PPRs: Prior to 2015, PPRs were completed on each student each semester individually by faculty. In order to create a more collaborative and informative process for faculty and students, CSA changed to a process that includes a collective discussion among faculty. The discussions have increased each faculty member’s knowledge (and understanding) of each student enrolled in the program. While the faculty agree on a rating on each of the criteria for each student and maintain a PPR Data report, it is the conversations about each student that enrich the systemic dynamics involved in supporting our students. A letter is emailed to all students regarding the results of their Professional Performance Reviews at the end of that semester. The letter indicates whether the student’s academic performance and ethical practice has been observed to (a) to meet and/or exceed standards or (b) meet and/or somewhat meet standards. (Students who are reviewed as not meeting standards are placed on a Support, Remediation and Dismissal Plan.) Students are provided brief, yet specific qualitative feedback noting their excellent performance and/or how they can improve. See PPR Student Example - Meet Exceed Standards HK; See PPR Student Example-Meet Somewhat Meet Standards AC. Many students have sought out their professors for help on addressing the feedback in their PPRs. Faculty teaching the Group Counseling course noted that some students actually bring up their PPR feedback in their student groups. (In some cases, their peer feedback is similar to that of the faculty’s.) The faculty have witnessed students striving for improvement based upon their PPRs. Faculty believe that PPRs help build the overall quality of the program, as well as cohesiveness of cohorts. When students are seeking to better themselves, this also impacts the quality of the cohort and increases positive feedback from site supervisors and employers. Discussions had during the PPR meetings have led to the revision of our Support, Remediation and Dismissal Process. The very title of this process sounded punitive and the students who were placed on the first level of the process also experienced it as such. Several students placed on the Support, Remediation and Dismissal process expressed concern that they were “disappointing faculty,” “failing,” and were “going to be kicked out of the program.” As of the spring of 2019, the process has been renamed as the Support, Remediation and Dismissal Process. When faculty first meet with students, they emphasize their desire to provide support to help students succeed. During this meeting, faculty invite students to help create their support plan. In summary, CSA now has a collaborative, wellness and support-based plan to help students move through personal, interpersonal and academic challenges while in the program. Due to the focus on wellness and support, CSA anticipates more students having a Support and Remediation Plan.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

CACREP Accreditation requires that we maintain the practice above. Key Assessments are gathered every semester. Comprehensive Exams are usually conducted after each of the three semesters. PPRs are conducted in the fall and spring. Results of which must be maintained and submitted in a yearly report to CACREP.

Student Learning Outcome 2

Student Learning Outcome	Obtain appropriate state or national credentialing in their chosen profession
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	<ol style="list-style-type: none"> 4. Career Development. b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. The average score across 4 assignments within the curriculum that address this standard is 3.90/4. 5. Counseling and Helping Relationships. i. development of measurable outcomes for clients. The average score across 3 assignments within the curriculum that address this standard is 3.81/4. 6. Group Counseling and Group Work. f. types of group and other considerations that affect conducting groups in varied settings. The average score across 2 assignments within the curriculum that address this standard is 3.88/4. 7. Assessment and Testing. g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. The average score across 3 assignments within the curriculum that address this standard is 3.94/4. 8. Research and Program Evaluation. a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. The average score across 3 assignments within the curriculum that address this standard is 3.62/4. 9. C.1. FOUNDATIONS. b. theories and models related clinical mental health counseling. The average score across 3 assignments within the curriculum that address this standard is 3.85/4. 10. C.2. CLINICAL MENTAL HEALTH COUNSELING 2. CONTEXTUAL DIMENSIONS. j. cultural factors relevant to clinical mental health counseling. The average score across 3 assignments within the curriculum that address this standard is 3.68/4. 11. C. CLINICAL MENTAL HEALTH COUNSELING. 3. PRACTICE. b. techniques and interventions for prevention and treatment of a broad range of mental health issues. The average score across 3 assignments within the curriculum that address this standard is 3.69/4. 12. F. MARRIAGE, COUPLE AND FAMILY COUNSELING 1. FOUNDATIONS. d. sociology of the family, family phenomenology, and family of origin theories. The average score across 3 assignments within the curriculum that address this standard is 3.80/4. 13. F. MARRIAGE, COUPLE AND FAMILY COUNSELING 2. CONTEXTUAL DIMENSIONS. 1. physical, mental health, and psychopharmacological factors affecting marriages, couples, families. The average score across 3 assignments within the curriculum that address this standard is 3.75/4. 14. F. MARRIAGE, COUPLE AND FAMILY COUNSELING 3. PRACTICE. b. fostering family wellness. The average score across 3 assignments within the curriculum that address this standard is 3.76/4.
Measurement Instrument 3	<p>Counseling Alumni Satisfaction Survey. INDIRECT measure. Alumni are sent an invitation via email and Facebook 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?</p>
Criteria for Student Success	<p>The overall average score will not be less than 3 on a Likert 1-5 scale.</p> <p>The results from question (a) are you currently employed in a clinical and/or counseling-related job: yes (7/7 respondents). Results from question (b) did you pass the National Certified Counselor exam: 5/7 respondents passed. Results from question: how satisfied are you with your experience in the WKU counseling program: “extremely satisfied,” 6/7 respondents;</p>

“somewhat satisfied,” 1/7 respondents. The results from question (d) how well did WKU counseling program prepare you for working in the field: “extremely well,” 4/6 respondents; “very well,” 2/6 respondents.

Responses to qualitative questions were as follows:

- From your experience, what would you say are the greatest strengths of the WKU counseling program?

The greatest strengths of the program are the faculty and staff! Their care, concern, experience, and willingness to contribute to the growth and development of their students is evident. I appreciated the exposure to a variety of counseling approaches (cognitive as well as humanistic and body-based approaches). The faculty and my site supervisor have inspired me to continue to learn, grow, and develop after graduation by reading recommended books and attending trainings and professional development opportunities. I can't imagine having gone anywhere else!

The faculty are amazing! The support I received from every one of my professors went above and beyond anything I have ever experienced previously in my academic career. I always received prompt responses to emails, felt welcome to ask questions pertaining to classes (even those not taught by the specific professor), and was given such a immense amount of support when I most needed it. The classes were structured in a way that maximized learning, gave just enough challenge to push me without making me want to give up, and allowed me to learn more about myself than I ever thought possible. This program was the hardest and most rewarding thing that I have ever done! It was the best decision I have made for myself and my future!! the professors were highly qualified and understanding and helpful

The faculty’s knowledge of the populations and modalities they work with is a strength.

Exposure to multiple theories, perspectives, and many of the professors have real world experience to reference. Small cohort style classes. Friendly and approachable staff. Taking the NCE at the end of the program.

Support and individual attention from the faculty and staff, knowledge and expertise of staff, in-person classes

-What suggestions for improvements would you recommend for the WKU counseling program?

The only major thing I can think of is to make the theories course a weekly face-to-face course. While I completed all the reading and assignments for the course, I was only able to view an example and practice one theory in class. I would have LOVED to have that opportunity with each basic theory we learned about. I was ill-prepared to understand clients through any theoretical lens when starting practicum, and if it were not for my site supervisor, I would still not know where to begin. more help with preparations for comps, boards and board application

Promote generalist education with opportunities to develop theoretical depth.

Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
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Methods	The Department distributes the survey at the end of the academic year. The survey is on Qualtrics and distributed through email to all Site Supervisors and Employers. Results are discussed among faculty during faculty meetings.	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<u>Met</u>	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
While our response rate is typically not very strong, the results all tend to lean positive. For example, the majority of our graduates are passing the National Counselor Exam which is a requirement of licensure. In regards to the comment about “theoretical depth,” we communicate multiple professional development opportunities in counseling theory; many of which are free (i.e., Guest presenters of Talley Talks).		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
We will continue to distribute the survey each year.		
Significant changes have not been made. We will continue to note patterns and trends within the data as they emerge.		
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)		
The timetable for the assessment will be the same as the current year.		

Student Learning Outcome 3			
Student Learning Outcome	Develop skills desired by prospective employers		
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Criteria for Student Success	All students must pass the exam to graduate. Our target is that the overall average score for all students will not be less than one standard deviation below the national mean score; and in content area will the average score across students be one standard deviation below the national mean score in that content area. Information for the Spring 2021 comprehensive exams is included in the supplemental document and in brief: The overall average score across all sections for the 29 students was 86.9. The overall national mean was 89.2. Our students performed higher than the national mean in sections: professional counseling orientation and ethical practice and in assessment and testing.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	The Center for Credentialing & Education (CCE) provides both national and university statistics and averages approximately 4 weeks after students take the exam.		
Measurement Instrument 2	Key Assessments, or performance indicators, DIRECT measure. Key Assessments, or performance indicators are assignments		

	that assess various standards required by our accrediting body, CACREP. These performance indicators are measured across time, in various courses and are graded upon a 4-point rubric (4=A, 3=B, 2=C, 1=D or below).		
Criteria for Student Success	Since graduate students must maintain a 3.0 average in order to remain in Graduate School, the overall average score on key assessments will be 3 and on no individual rubric will the score be less than 2.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	<p>Key Assessments, or performance indicators, DIRECT measure. Key Assessments, or performance indicators are assignments that assess various Standards required by our accrediting body, CACREP. These assignments are measured across time, in various courses and are graded upon a 4-point rubric (4=A, 3=B, 2=C, 1=D or below). The grid at the end of this report includes the CACREP Standards being measured and what assignments are addressing the given standard.</p> <ol style="list-style-type: none"> 1. Professional Counseling Orientation and Ethical Practice. i. self-care strategies appropriate to the counselor role. The average score across 4 assignments within the curriculum that address this standard is 3.88/4. 2. Social and Cultural Diversity. c. multicultural counseling competencies. The average score across 3 assignments within the curriculum that address this standard is 3.80/4. 3. Human Growth and Development. f. systemic and environment factors that affect human development, functioning, and behavior. The average score across 3 assignments within the curriculum that address this standard is 3.49/4. 4. Career Development. b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. The average score across 4 assignments within the curriculum that address this standard is 3.90/4. 5. Counseling and Helping Relationships. i. development of measurable outcomes for clients. The average score across 3 assignments within the curriculum that address this standard is 3.81/4. 6. Group Counseling and Group Work. f. types of group and other considerations that affect conducting groups in varied settings. The average score across 2 assignments within the curriculum that address this standard is 3.88/4. 7. Assessment and Testing. g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. The average score across 3 assignments within the curriculum that address this standard is 3.94/4. 8. Research and Program Evaluation. a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. The average score across 3 assignments within the curriculum that address this standard is 3.62/4. 9. C.1. FOUNDATIONS. b. theories and models related clinical mental health counseling. The average score across 3 assignments within the curriculum that address this standard is 3.85/4. 10. C.2. CLINICAL MENTAL HEALTH COUNSELING 2. CONTEXTUAL DIMENSIONS. j. cultural factors relevant to clinical mental health counseling. The average score across 3 assignments within the curriculum that address this standard is 3.68/4. 11. C. CLINICAL MENTAL HEALTH COUNSELING. 3. PRACTICE. b. techniques and interventions for prevention and treatment of a broad range of mental health issues. The average score across 3 assignments within the curriculum that address this standard is 3.69/4. 12. F. MARRIAGE, COUPLE AND FAMILY COUNSELING 1. FOUNDATIONS. d. sociology of the family, family phenomenology, and family of origin theories. The average score across 3 assignments within the curriculum that address this standard is 3.80/4. 		

	<p>13. F. MARRIAGE, COUPLE AND FAMILY COUNSELING 2. CONTEXTUAL DIMENSIONS. 1. physical, mental health, and psychopharmacological factors affecting marriages, couples, families. The average score across 3 assignments within the curriculum that address this standard is 3.75/4.</p> <p>14. F. MARRIAGE, COUPLE AND FAMILY COUNSELING 3. PRACTICE. b. fostering family wellness. The average score across 3 assignments within the curriculum that address this standard is 3.76/4.</p>
Measurement Instrument 3	<p>Counseling Site Supervisor & Employer Satisfaction Survey. INDIRECT measure. Site Supervisors and employers are sent an invitation to complete a satisfaction at the end of each academic year. 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?</p>
Criteria for Student Success	<p>The overall average score will not be less than 3 and on none of the 3 objective will the average be less than 3.</p> <p>The results from question (a) how satisfied are you with the professional performance of WKU counseling interns and/or graduates were as follows: 8/9 respondents were “extremely satisfied” and 1/9 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: 7/9 respondents noted “extremely well;” 1/9 noted “very well;” and 1/9 noted “moderately well.” The results from question How likely are you to employ WKU counseling graduates and/or supervise interns in the future were as follows: 8/9 respondents noted “extremely likely” and 1/9 noted “somewhat likely.”</p> <p>Responses to qualitative questions were as follows:</p> <p>- From your experience, what are the greatest strengths of WKU counseling graduates and/or interns?</p> <ul style="list-style-type: none"> *Their knowledge base, their drive for excellence, their passion, their thirst for knowledge, their connection with the professors and each other in the program. * Great knowledge and skills. Great support provided for students. * theory, work=ethic * Thoroughness Knowledge * The intern I worked with was highly skilled and was willing to complete task with urgency. She was able to relate to the patients and provided good listening skills and empathy. She was not afraid to ask questions and was willing to grow and to take on new challenges. * Counseling skills learned * WKU students are better prepared to initially meet with clients, have good working knowledge of theories, extremely ethical and professional. * balance of clinical skills, interpersonal collegiality, work ethic * Counseling graduates are hard working and appear to understand counseling concepts.

	<p>-What improvements would you like to see regarding WKU counseling graduates and/or interns overall?</p> <ul style="list-style-type: none"> * None. You all have done a fantastic job. * Nothing I can think of at the moment. * more focus on note writing and treatment planning * Continued positive working relationship * I think you all are doing a good job and are right on point. * More interns * It would be helpful to help students learn more about how insurance operates, how to develop treatment plans with different methods and help them to better understand the LPCA process. * advance understanding of specific theories, exposure to specialization topics. however, such requests are likely challenging to fit within the existing 60 hour requirement set by CACREP * I would like to see something to help with graduates with self-care. 		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	The Department distributes the survey at the end of the academic year. The survey is on Qualtrics and distributed through email to all Site Supervisors and Employers. Results are discussed among faculty during faculty meetings.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<u>Met</u>
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Based upon the feedback from Site Supervisors and Employers, it appears as if the community is pleased with our training, enough to accept interns and hire them. We continue to receive feedback related to enhancing content related to treatment plans and the operations of insurance companies. In response to this we have brought in guest speakers. We will continue to maintain this practice. It is difficult to add more content to an already dense curriculum (due to other CACREP teaching standards). In regards to encouraging the self-care of students, we do this continually throughout the program. This is evident in our Student Support Plan (revised from Student Remediation Plan). Additionally, as of the 2020-21 academic year, a monthly Talley Talk hour, lead by one of the Talley Family Counseling Center interns is dedicated to providing additional support and connection among counseling students.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Significant changes have not been made. We will continue to note patterns and trends within the data as they emerge.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The timetable for the assessment will be the same as the current year.			