

2017 CACREP Mid-Cycle Report Requirements

For use by programs currently accredited under the 2009 CACREP Standards.

INSTRUCTIONS:

Mid-cycle reporting is required to maintain CACREP accredited status. Through mid-cycle reporting, programs inform CACREP of any program-related changes that have occurred since the most recent full accreditation review and demonstrate continued adherence to the CACREP Standards.

The Mid-cycle Report must include responses to each of the seven (7) items listed below. Responses must include the following: 1) a narrative description of the changes that have occurred, 2) a discussion of the impact of the changes on the program, and 3) relevant documentation demonstrating continued compliance with the CACREP Standards.

*Please note, if the program is offered across multiple sites (e.g., different campus locations) and the changes being reported are site specific, please be certain to include information as to which sites are being referenced.

Four (4) separate copies of the Mid-cycle Report must be submitted in an electronic, read-only, and easily navigable format on labeled CDs or USB drives no later than September 15, 2017. Failure to submit a Mid-cycle Report may result in suspension of your program's accreditation (Policy 3.d).

I. CHANGES IN FACULTY (Standards I.M, N, W-Y and CES Standards I.H)

Please indicate any changes in faculty that have occurred since your last on-site visit. If there are faculty members who are no longer with the program(s), discuss the effect of the change on the teaching assignments, faculty load, etc.

Dr. Bill Kline, Department Head retired on June 30, 2015. Dr. Jill Duba Sauerheber replaced him as Department Head. Her faculty line in the Marriage, Couple and Family Counseling (MCFC) program was not replaced. She continues to teach one course a semester, all of which are required courses in the MCFC. The impact of not having her faculty line filled has not had much impact on the program given the average enrollment of MCFC students is typically no more than 8-10 per year.

Dr. Imelda Bratton, School Counseling program (SC) faculty, resigned as of December 2016. She taught one to two courses per semester and also served as the director of the Talley Family Counseling Center, our on-site counseling center which serves the community and is staffed by our practicum and internship students. Given the current enrollment of the School Counseling program is typically no more than 5 a year, her resignation has not had much impact. We have hired an interim director for The Talley Family Counseling Center.

Dr. Fred Stickle, MCFC faculty transitioned to optional retirement as of June 30, 2017. He will continue to teach 2 courses per semester for the next 5 years. While his position is not being replaced with another faculty member, the effect of his retirement will not bear great impact as the average enrollment of MCFC students a year is typically not more than 8.

If new faculty members have been hired to fill open or new positions, please submit their names, teaching assignments, and copies of their current vitae. Include a discussion of how the addition affects the program(s). If replacement(s) have not been hired, what is the status of the replacement plans/process?

Dr. Cheryl Wolf was hired in August of 2014 as an Assistant Professor for a faculty line in the Clinical Mental Health Counseling (CMHC) program. Depending on need, Dr. Cheryl Wolf teaches the following courses: CNS 554 Group Counseling; CNS 556 Developmental Career Counseling; CNS 560 Professional Studies in Clinical, Family and School Counseling; CNS 591 Counseling Practicum; and CNS 598 Research and Program Evaluation in Counseling. Vita included.

Dr. Andrea Jenkins was hired in January 2016 for a faculty line in the CMHC program. Depending on need, Dr. Andrea Jenkins teaches the following courses: CNS 558 Counseling Theories; CNS 559 Techniques of Counseling; CNS 567 Mental Health Diagnosis and Treatment in Counseling; CNS 592 Crisis, Trauma, and Violence Counseling; CNS 591 Counseling Practicum; and CNS 596 Counseling Internship. Vita included.

The addition of Drs. Wolf and Jenkins has impacted the CMHC and MCFC programs in many positive ways. First, Dr. Wolf serves as the CMHC and MCFC Clinical Coordinator. Dr. Jenkins serves as the CMHC Program Coordinator. Their service in these capacities makes for consistent, ethical, effective and efficient processes for the activities related to the roles. Both bring expertise in focused areas. Dr. Wolf's area of specialty in career counseling has made the creation of a Graduate Certificate in College and Career Readiness possible. Dr. Jenkins area of specialty in Eating Disorders has similarly aided in the development of a new Addictions Education Graduate Certificate. Both faculty have developed new courses that serve as program electives for all counseling programs housed in the Department.

As previously mentioned, the SC faculty line that Dr. Imelda Bratton assumed, as well as the MCFC faculty lines that both Dr. Sauerheber and Stickle assumed will not be replaced. This is for several reasons. First, since Dr. Stickle is still teaching during optional retirement and Dr. Sauerheber is still teaching, the courses in the MCFC program are still being covered. Secondly, since the enrollment in the School Counseling program has significantly decreased since the program was increased to 48 hours to meet CACREP Standards, we do not have support for hiring another faculty for the SC program. (Only 5 students applied and were accepted into the program for this fall 2017.) Finally, Western Kentucky University is facing a budget cut of several million dollars and as a consequence, most of the open faculty positions in the College of Education and Behavioral Sciences are not being filled.

Please indicate how your program is continuing to meet the requirements of Standard I.M – Core Faculty Credit Delivery and I.N. – Full-time Equivalent (FTE) Student to FTE Faculty Ratio.

Please provide an FTE student to faculty ratio for Fall 2016 and Spring 2017 and include the detailed calculations. If the program is taught on multiple campus sites, please calculate FTE for each site and across campus sites.

Standard I.M. Over the last year, we have used only one adjunct faculty teach one course (CMHC and MCFC Internship) each semester.

Standard I.N. NOTE: Only courses that belong to our CACREP programs are being used in these calculations.

Formula to Calculate FTE-S to FTE-F with Examples

In calculating the FTE-S, calculations are based on a full-time student load of 9 hours/semester.

To calculate FTE-S, we add up all of the student credit hour production (this is the total number of students enrolled in each class times credit hours divided by 9 (full-time student load per semester):

Example: 10 classes with a total of 50 student enrollments. 50×3 credit hours = 150. This is the total student credit hour production. 150 divided by $9 = 16.66$

$$\mathbf{FTE-S = 16.66}$$

In calculating the FTE-F, calculations are based on a full-time faculty load of 9 hours/semester.

To get the FTE-F we would take the total number of courses times credit hours divided by full-time faculty load of 9 hours;

Example: 10 classes at 3 credit hours per class = 30 credit hours divided by 9 (full-time faculty load) = 3.33

$$\mathbf{FTE-F = 3.33}$$

To get the final answer of FTE-S to FTE-F in the above example, FTE-S 16.66 divided by FTE-F 3.33 = 5.0

$$\mathbf{FTE-S to FTE-F Ratio = 5.0}$$

Based on above formulas

FTE-S to FTE-F Ratio Fall 2016 is as follows:

FTE-S Total student credit hour production, 13 classes worth 3 credit hours each = 39 credit hours and 1 class worth 6 credit hours = 6 credit hours, totaling 45 credit hours.

Total student enrollments at 3 credit hours = 172 enrollments ($172 \times 3 = 516$) and total student enrollments at 6 credit hours = 3 enrollments ($3 \times 6 = 18$). $516 + 18 = 534$; total student credit hour production was 534. 534 divided by $9 = 59.33$.

$$\mathbf{FTE-S = 59.33}$$

FTE-F Total number of courses times credit hours divided by 9.

13 courses at 3 credit hours = 39 credit hours and 1 course at 6 credit hours = 6; ($39 + 6 = 45$ total credit hours) 45 divided by $9 = 5$.

$$\mathbf{FTE-F = 5}$$

$$\mathbf{FTE-S (59.33) Divided by FTE-F (5) = 11.86}$$

Fall 2016 FTE-S to FTE-F ratio = 11.86;

FTE-S to FTE-F Ratio for Spring 2017 is as follows:

FTE-S Total student credit hour production, 13 classes worth 3 credit hours each = 39 credit hours. Total student enrollments = 171 enrollments (171 x 3 = 513), Total student credit hour production was 513. 513 divided by 9 (full-time student load) = 57.

FTE-S = 57

FTE-F Total number of courses times credit hours divided by 9.

13 courses at 3 credit hours = 39 credit hours. 39 credit hours divided by 9 (full-time faculty workload hours) = 4.33.

FTE-F = 4.33

FTE-S (57) Divided by FTE-F (4.33) = 13.16

Spring 2017 FTE-S to FTE-F ratio = 13.16

II. CHANGES IN CURRICULUM

(Standards II.G.1-8; Program Area Standards; CES Standards II.B-C; CES Section IV)

For each program area accredited, please explain any changes in the curriculum that may have occurred since your last on-site visit. Comment on any required courses dropped, revised significantly, or added to the program. Rationales for the changes should be provided as well as evidence that the curricular Standards continue to be met. For revised or new courses, please include all the relevant syllabi.

Marriage, Couple and Family Counseling (MCFC) Program. The MCFC program went through a revision during the 2016-17 academic year. The changes included the following:

- Eliminate CNS 606 Family Counseling Techniques.
 - Rationale: The core requirements of all counseling programs are being revised to meet both of the latest 2016 CACREP-accreditation standards. No courses have been added or deleted from the original MCFC program except for the deletion of CNS 606 Family Counseling Techniques. The addition of CNS 606 to the MCFC curriculum was a recent one, spearheaded by the previous Department Chair. The department faculty did not prefer the addition of the course as it had no impact on the program and removing the course had no impact on state licensure credentialing. The benefit of dropping it is that it will open the curriculum up for an elective (which the program does not currently have). Additionally, given limited faculty resources, maintaining a required course that is not required for licensure or accreditation places an unnecessary load on the department.
- The course was offered one last time this past summer. All current students enrolled in the MCFC program were instructed to take the course. This assured that all current MCFC students would have received instruction related to the 2009 curricula standards that were incorporated into that course.

Clinical Mental Health Counseling (CMHC) Program. The CMHC program went through a revision during the 2016-17 academic year. The changes included the following:

- Eliminate CNS 568 Counseling Children and Adolescents; CNS 583 Couples Counseling; CNS 587 Professional Mental Health Counseling Practice.
 - Rationale: The core requirements of all counseling programs are being revised to meet both the latest 2016 CACREP-accreditation standards. In addition, the previous curriculum of the Clinical Mental Health Counseling program offered only 1 elective. This new curriculum offers 4 electives. This allows students to specialize by choosing electives that suit their professional interests while also having the opportunity to engage in certificate programs recently developed in the Department (i.e., Addictions Education; College and Career Readiness). Further, graduates will have developed a more focused knowledge and skill base than what the current curriculum offers. This could possibly help with increased employment opportunities and may have a wider appeal to increase enrollments in this program. CNS 583 Couples Counseling was dropped from CORE as it was not a requirement for accreditation in the CMHC program. However, it will still be offered in the Marriage, Couple and Family Counseling Program and can be taken as an elective. The 2009 curricula standards that were included in CNS 587 are either no longer in the 2016 Standards and/or have been modified in ways that make them more appropriate for other courses in the curriculum.

School Counseling (SC) Program. The SC program went through a significant revision during the 2016-17 academic year. When the School Counseling program moved from 36 hours to 48 hours a few years ago in order to meet the Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards, its enrollment dramatically decreased. In 2011, when the program was still at 36 hours, 67 students were enrolled. With the increase of credit hours, program enrollment decreased to 37 in 2012, 20 in 2014 and currently stands at 13 students enrolled. The new CACREP standards require all counseling programs to be 60 hours. This could lead to an even further decrease in enrollment. Given that state credentialing does not require School Counselors to graduate from a CACREP-accredited program and in order to maintain the viability of the program as it once had been, this School Counseling program will return to a 36 hour requirement. The CACREP accredited 48-credit hour program will continue to be delivered until the students who are currently enrolled in it graduate.

III. CHANGES IN PRACTICUM AND INTERNSHIP (Standards III. A-G; CES Standards III. A-C)

Please indicate any changes that have occurred in clinical instruction since your last on-site visit. Please describe these changes and provide evidence of continued compliance with the CACREP Standards. Changes that must be addressed include clock hour requirements, supervisor qualifications and requirements, and any general changes in practicum and internship sites onsite placements.

The only remarkable change since the on-site visit include who is teaching the CNS 591 Practicum and CNS 596 Internship courses for the CMHC and MCFC programs. Both Dr. Cheryl Wolf and Dr. Andrea Jenkins, full-time tenure track faculty members, have a doctoral degree from a CACREP-accredited counselor education program, relevant experience and appropriate credentials, and have had relevant supervision and experience. We also have hired Georgeanna Gibson, a graduate from our MCFC program to occasionally teach CNS 596. Georgeanna is fully licensed, has years of counseling experience, and serves as both the administrative and clinical supervisor at a community counseling agency. She is mentored by our full time faculty as needed.

IV. CHANGES IN PROGRAM OPERATIONS (Standards I.J, K, L, N, O, T and V and CES Standards I. D-F)

Describe any changes in organizational structure, support services, budget and funding sources, and student enrollment figures that have occurred since your last on-site visit. Discuss the impact of those changes.

As previously mentioned, WKU is faced with a few million dollar budget deficit. Its impact on the Department of Counseling and Student Affairs has included the following: (a) Dr. Fred Stickle, MCFC faculty, retired as of June 30, 2017. His position will not be refilled. (b) When Dr. Jill Duba Sauerheber became Department Head in July 2015, her faculty position in the MCFC program was not filled. (c) The SC faculty line that Dr. Bratton assumed was not filled.

Also as previously mentioned, when the School Counseling program was still at 36 hours, 67 students were enrolled. With the increase of credit hours, program enrollment decreased to 37 in 2012, 20 in 2014 and 5 applicants were accepted as of fall 2017. Enrollment in the CMHC program is growing. Enrollment in the MCFC program wavers with approximately 8 students being accepted into the program this 2017-18 year. Efforts are underway to market and recruit for this program.

Please indicate any changes that have occurred in terms of the program's utilization of technology for instructional purposes and any changes in course delivery methods or options offered.

There have not been any changes in this area.

V. PROGRAM ASSESSMENT AND EVALUATIONS (Standards I.P, I.AA-DD, and II.A-B and CES Standard I.L)

Please indicate recent program evaluation activities and when and what the next scheduled program evaluation activities are. Describe the process implemented, who is included/involved in the processes, and how the results are used for program development, including how the report is shared with constituents.

During the spring of 2017, CMHC, MCFC and SC programs went through an Academic Program Review (APR). The program coordinators (Andrea Jenkins, CMHC program coordinator; Loretia Dye, SC program coordinator) attended an APR preparation

training session in early spring. They subsequently prepared their respective APRs and submitted them to the Department Head. The Department Head and Dean of the College of Education and Behavioral Sciences met and provided the program coordinators with feedback. The program coordinators then modified the APRs per the feedback and submitted their final APRs to the Department Head and Dean in April 2017. After the Dean and Department Head reviewed the documents, they were submitted to the Associate Vice President of Academic Affairs by late April 2017. During the 2017-18 academic year, the APRs will be reviewed by a university APR Review Committee.

The preparation of the APRs made it clear that we were not collecting sufficient data from our constituents (employers, graduates) that would help us make specific improvements or adjustments in the program as need be, or to know what aspects of the program should be sustained because of their benefits to constituents satisfaction. As a result of this insight, we are in the process of editing our on-line surveys to include questions that reflect information required of our university's APR templates, information required for future CACREP self-study, as well as information that we, as counseling faculty are curious about. Additionally, the completion of the student exit survey will become a component of the Comprehensive Exam day so that we are able to collect such information from all of our students.

Please provide a copy of your program's most recent official report that documents outcomes of the systematic program evaluation and evidence of the report's dissemination to the program's constituent groups.

APR_043 Counseling is included and addresses both the CMHC and the MCFC programs. APR_046 School Counseling is also included. We are still awaiting feedback from the university APR Committee since having submitted the reports in April of 2017.

Section V: The annual report provided appears to be the APR report for programs but is not specific to Standard I.AA.1-4 in terms of program evaluation activities. Can you provide a copy of the most recent annual report as it relates to the programmatic evaluation and evidence of the report's dissemination to the program's constituent groups.

AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:

1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants.

The Counseling Faculty are consistently involved in reviewing our program and curriculum offerings. In fact, over this last year, the CMHC program was revised to include 4 electives that could include the courses within the curriculum within the new Addictions Education Graduate Certificate program and the College and Career Readiness Graduate Certificate Program. The graduate certificate programs (and their curricula) were developed to meet the needs and trends within community mental health and schools. Further, the curricula of both of these programs is completely on-line, providing yet another benefit for counseling students. Additionally, the MCFC program

was revised by replacing one course with an elective. This allows MCFC students to take a course related to their specific interests (i.e., an advanced family counseling course, addiction course, college and career readiness course). Documentation of these changes and curricula revisions is within the faculty meeting minutes.

The admissions process consists of the following which are meant to review and evaluate and assess the characteristics of program applicants:

STEP ONE: (1) Graduate School Application Form; (2) A Statement of Interest that includes the following content: career objectives and how a degree in counseling or student affairs (depending on which program is your focus) will prepare you to meet these objectives; support for why you believe your interests and traits (i.e., personal dispositions, interpersonal skills and experiences) match this profession; description of your experiences with and respect for cultural diversity; how you deal with stressful events. Discuss how you deal with your emotional reactions to events in your life; three references (listed on the last page of the statement) who can speak to your academic and/or professional dispositions. The statement of interest will be reviewed according to the following: careful reflection, insight, and openness to self-examination in addition to evidence of knowledge, skills, and awareness of interpersonal relationships. Further, the applicant's career objectives and goals will be considered according to whether they are consistent with the program objectives. Finally, the statement of interest will be reviewed according to proper grammar, writing style, flow of ideas and writing structure, as well as use of APA format. (3) Background check for your program. Counseling, School Counseling, Student Affairs; (4) An updated resume.

STEP TWO: Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission to the most highly rated candidates. Applicants with moderate or lower rankings from the interviewers may receive letters indicating that they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks.

Over the last year, the faculty have had numerous discussions about how to update the curricula of the Clinical Mental Health Counseling (CMHC) and Marriage, Couple, and Family Counseling (MCFC) programs so that they are consistent with the 2016 standards. Current trends in mental health, particularly within the region and state were also considered during the review of these programs. For example, 2 to 3 new addiction treatment centers just opened within the surrounding region of the university creating various openings for counselors specifically trained in addictions, as well as an increasing population of clients needing treatment. Additionally, the faculty considered feedback from students regarding the course schedule. While the faculty value a face-to-face learning environment, they were receiving feedback from students who were struggling

to make it to campus 3 times a week. These discussions are documented in the faculty meeting minutes. Outcomes of these discussions are noted under (5.) below.

The faculty keep a detailed spreadsheet of program applicants that keeps track of national background check findings, as well as a rubric rating of information including the applicant's personal statement, transcript data and GPA. The faculty recently began tracking racial demographics. The collection of this data assists faculty in deciding whether to invite the applicant for an interview. This process has proven to be effective. Therefore, no changes have been made.

2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

When students sit for their comprehensive exams, they are required to take a *Student Exit Survey* on Qualtrics. This assures a 100% completion rating. The results of most recent [Student Exit Survey](#) suggest that the majority of counseling students were satisfied or highly satisfied with their affiliate programs, with only 6% of School Counseling graduates (one respondent) noting Neither Satisfied, Nor Dissatisfied. Many respondents noted that they were pleased with the schedule of classes.

3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

The response to on-line surveys from site supervisors and graduate employers has been minimal. In response, we have created a more specific survey (which likely takes less time to complete) and will be distributing it each spring semester. The results of the latest [Site Supervisor and Employer Satisfaction Survey](#) suggest that site supervisors and program graduate employers are satisfied with our graduates, as well as with the programs. Good feedback was provided related to attending to clinical paperwork in the curriculum.

4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.

The faculty previously completed Professional Performance Reviews for each student at the conclusion of every class. The faculty began to question the usefulness of this practice and decided that instead, every semester the faculty meet to complete a Professional Performance Review (PPR) for each enrolled student. The PPRs include 10 criteria on a 1 to 3 Likert Scale: (a) does not meet criteria consistently; (b) meets criteria consistently; (c) exceeds criteria consistently for each criteria: (1) respects divergent points of view; (2) awareness of diversity and non-discrimination; (3) academic performance; (4) appropriate in-class behavior; (5) collaboration, contribution to positive environment; (6) reflective practice; (7) accepts personal responsibility; (8) personal & professional growth; (9) receive, give and integrate feedback; (10) ethical & legal boundaries. The average rating of all criteria across all enrolled students is as follows:

2018, Spring	2.99
2017, Fall	2.85

2017, Spring	3
2016, Fall	2.9
2016, Spring	2.9
2015, Fall	2.9

One outcome of revising the programs to be CACREP 2016 compliant includes the following list of Standards that will be assessed across various courses. This is still a task in process as the assessments are still being created, discussed and reviewed. However, this is evidence that the faculty continuously engage in discussion about assessing student learning.

Standard				
1. Professional Counseling Orientation and Ethical Practice. 1. self-care strategies appropriate to the counselor role	CNS 560	CNS 591	CNS 596 (1)	CNS 596 (2)
2. Social and Cultural Diversity. c. multicultural counseling competencies	CNS 555	CNS 560	CNS 596 (1)	CPCE
3. Human Growth and Development. f. systemic and environment factors that affect human development, functioning, and behavior	CNS 555	CNS 557	CNS 588	CPCE
4. Career Development. b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.	CNS 556	CNS 596 (1)	CPCE	
5. Counseling and Helping Relationships. i. development of measurable outcomes for clients	CNS 559	CNS 567	CNS 596 (2)	CPCE
6. Group Counseling and Group Work. f. types of group and other considerations that affect conducting groups in varied settings	CNS 554	CNS 637	CPCE	
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	CNS 552	CNS 598	CPCE	
8. Research and Program Evaluation. a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	CNS 552	CNS 560	CNS 598	CPCE
<u>C. CLINICAL MENTAL HEALTH COUNSELING</u>	CNS 558	CNS 588	CNS 596 (2)	

1. FOUNDATIONS. b. theories and models related clinical mental health counseling				
<u>C. CLINICAL MENTAL HEALTH COUNSELING</u> 2. CONTEXTUAL DIMENSIONS. j. cultural factors relevant to clinical mental health counseling	CNS 555	CNS 560	CNS 567	CNS 596 (1)
<u>C. CLINICAL MENTAL HEALTH COUNSELING</u> 3. PRACTICE. b. techniques and interventions for prevention and treatment of a broad range of mental health issues	CNS 559	CNS 567	CNS 596 (1)	CNS 596 (2)
<u>F. MARRIAGE, COUPLE AND FAMILY COUNSELING 1.</u> FOUNDATIONS. d. sociology of the family, family phenomenology, and family of origin theories	CNS 555	CNS 556	CNS 588	CNS 596 (1)
<u>F. MARRIAGE, COUPLE AND FAMILY COUNSELING 2.</u> CONTEXTUAL DIMENSIONS. l. physical, mental health, and psychopharmacological factors affecting marriages, couples, families	CNS 567	CNS 588	CNS 591	
<u>F. MARRIAGE, COUPLE AND FAMILY COUNSELING 3.</u> PRACTICE. b. fostering family wellness	CNS 560	CNS 588	CNS 596(1)	

The following table includes scores on the Counselor Preparation Comprehensive Exam (CPCE) taken by the last cohort of students. This 136-item multiple choice test assesses students' competence of foundational and counseling-related knowledge. Students take this exam during the semester before they graduate.

Categories	Professional Counseling Orientation and Ethical Practice	Social and Cultural Diversity	Human Growth and Development	Research and Program Evaluation	Counseling and Helping Relationships	Group Counseling and Group Work	Career Development	Assessment and Testing
Average Correct Answers/ Total Possible	12.88/17	10.35/17	13/17	12.88/17	13.38/17	12.75/17	8.75/17	11.38/17
Average Score	76%	61%	76%	76%	79%	75%	51%	67%
National Mean Scores	11.38	10.30	11.62	11.04	11.94	10.84	9.38	10.63

If passing is considered 70% or above, the assessment indicates that students are adequately meeting expectations for majority of categories, except for Social and Cultural Diversity, Career Development, and Assessment and Testing. It should be noted, however that all of our average scores were still above national mean scores except for Career Development.

The goal is that the average score for each is at least 80%. Ways in which Department faculty have attempted to improve our scores are as follows:

- Include more multiple choice quizzes and exams within courses.
- Encourage our graduate student honors society to continue to sponsor study sessions

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. So while we teach to the standards, we may be focusing more time on areas that are not necessarily included in the exam.

Additionally, faculty also maintain data from the Site Supervisor Evaluation of Student forms. Practicum (CNS 590, 591) and internship (CNS 595, 596) students are evaluated by their Site Supervisors. The School Counseling Site Supervisor Evaluation Form includes the following four categories of items that students are evaluated on: Counseling Skill Competency, Supervision Competency, Case Management Skill Competency, and Professional School Counseling Skill Competency. Items are rated on a 1 to 5 Likert Scale (1 = Clearly Deficient, 5 = Outstanding). The Clinical Mental Health Counseling and Marriage, Couple and Family Counseling Practicum Evaluation of Student Performance includes 23 Standards and Skills items evaluated on a 1 to 5 Likert Scale (1=Unsatisfactory, 5=Outstanding). The Clinical Mental Health Counseling and Marriage, Couple and Family Counseling Internship Evaluation of Student Performance includes the following five categories of items that students are evaluated on: Foundations; Counseling, Prevention and Intervention; Diversity and Advocacy; Assessment; and Diagnosis. Items are rated on a 1 to 5 Likert Scale (1=Unsatisfactory, 5=Outstanding).

Data is as follows:

School Counseling	2015-2016		2016-2017		2017-2018	
	Mid-term	Final	Mid-term	Final	Mid-term	Final
CNS 590	5	5	5	5	5	5
CNS 595 (1)	5	5	5	5		
CNS 595 (2)	5	5	5	5		

CMHC/MCFC	2015-2016		2016-2017		2017-2018	
	Mid-term	Final	Mid-term	Final	Mid-term	Final
CNS 591	3	4	4	4	4	4
CNS 596 (1)	4	4	4	4	3	4
CNS 596 (2)	4	4	4	4	4	4

5. Evidence of the use of findings to inform program modifications.

There are numerous ways that Department faculty members use findings/data to inform program modification. Each admissions cycle the department maintains spreadsheets on applicants for each program to track the qualifications of applicants. This information is discussed informally by program faculty. The outcome is that all counseling faculty have been charged to conduct recruiting efforts. We are currently focused on recruiting qualified minority students. Further, the Department of Counseling and Student Affairs discusses students' Professional Performance Reviews each semester. Outcomes of this process involve reaching out to students who are struggling. We have actually experienced an increase of students on formal remediation plans. Since our view is that remediation is meant to help students be successful and graduate, we view this as a positive indicator. Faculty also review the results of students' scores on comprehensive exams. This has aided in our creation of new key assessments (per the 2016 CACREP Standards) and when such measures of assessment should take place across the curriculum. We also have increased the number of objective tests and quizzes across the curriculum to help students prepare for the CPCE. Finally, faculty also depend on informal conversations with students and mentees to gain insight about possible opportunities and areas of growth within the Department.

Through the above mentioned activities and faculty discussions, various program modifications have been made including the following:

- All 2016 CACREP curriculum standards were incorporated throughout the CMHC and MCFC programs.
- The CMHC program was revised to include 4 electives. Students can now take elective courses housed in our new Addictions Education graduate certificate. This makes it possible for students to graduate with a CMHC degree and a graduate certificate in Addictions Education.
- Course schedule was revised in such a way that students will have to be on campus only twice a week for classes.
- A review of applicant characteristics made it significantly clear that we are not attracting prospective students from diverse backgrounds. In response, the Department recently partnered with the university International Student Engagement Center. This partnership involves informal visits with students who belong to this center, as well as conducting informal presentations on mental health and the need for more qualified mental health professionals from diverse backgrounds.
- A conversation among faculty that resulted from a recent Professional Performance Review meeting included revising the terms used to describe our student remediation process. The faculty believed that the term "remediation" did not capture the supportive nature of the process. As a result, the process now includes the word "support," namely, the Department Support, Remediation and Dismissal Process. The first step of this process was changed from Level One Remediation to Level One, Support Plan. This more adequately reflects the faculty's intention to support students rather than treat them punitively.

6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

Official reports of institutional program assessments; alumni, site supervisor and employer survey results, as well as program evaluation data are available on the [CNS Department Website](#). This report was also distributed to various stakeholders as follows:

- Current students, through Department Facebook page and Student List serv
- Program Faculty, through email
- Institutional Administrators including the Dean of the College, Graduate Dean and Provost, through email
- Personnel in Cooperating Agencies, through our Professional and Alumni List Serv
- Public, through our Department Facebook page

VI. PROGRAM IMPROVEMENT AND INNOVATION

The CACREP Standards are not intended to discourage creativity on the part of the program faculty. Please share new approaches undertaken or considered by your program(s) that are designed with program development and improvement in mind.

We are excited about two new graduate certificate programs housed within our Department. Our counseling students can enroll in the certificate programs or can take any of the required courses as electives.

College and Career Readiness Certificate – Graduate Certificate. This all on-line certificate program is for graduate students who are interested in the college and career readiness of P-12 students and includes a specific focus on interacting and intervening with this target population, as well as developing professional relationships with school-related stakeholders. The College and Career Readiness (CCR) certificate was created to support the career and college readiness needs of local, regional, and national P-12 students. This certificate program will play a leading role in Kentucky's economic and social development by preparing CCR graduates to prepare P-12 students to join a high quality educated workforce in an area of local, regional, and national need. Additionally, it meets the needs of area schools by providing specific training to the personnel being hired or asked to work with students in the areas of college and career readiness. It will also serve to help build and maintain networks between districts and industries in Bowling Green, KY.

Certificate in Addictions Education – Graduate Certificate. This program meets the needs of the mental health community (i.e. bachelor level mental health professionals, clinical and licensed mental health professionals), as well as bachelor-level professionals who work with employees and/or clients whom experience addictions. For example, many human resources employees need to assess and make decisions about referrals for employees who are addicted and/or abusing substances. Further, in the state of Kentucky,

there is a Certification as an Alcohol and Drug Counselor (CADC) that only requires a bachelor's degree, with some additional training. It does not require a master's degree. Our certificate program, particularly with the Capstone project, will meet the training needs of students who will not be graduate level licensed or license eligible mental health professionals, but still are working with employees and/or clients whom face and experience addiction. Students will be encouraged to work with the certificate program coordinator to enroll in courses that best fit their training needs (i.e. including meeting the KY Licensure as a Clinical Alcohol and Drug Counselor Associate [LCADCA]). This 15-hour interdisciplinary all on-line certificate program prepares students to provide counseling, or education services and/or support services to individuals abusing or experiencing addiction.

VII. ISSUES AND QUESTIONS

Please take a moment to identify any issue, problem standards, or questions that you would like to see addressed by the CACREP Staff or Board of Directors.

I expressed my concern about the School Counseling program to our CACREP affiliate program representative. Deciding to drop accreditation was the result of long discussions in many faculty meetings. We could not continue to sustain the program with the current enrollment. Our only opportunity to try to increase enrollment was to decrease the program's required credit hours. This change actually makes us competitive in the state, whereas with a 60 credit hour program we would not be; a 60 hour program for School Counselors is not required in the state of Kentucky.

APPENDIX A

Department of Counseling and Student Affairs Exit Survey

We are interested in your feedback regarding your experiences as a graduate student in the Department of Counseling and Student Affairs. We are also required by the WKU Academic Performance Review committee, as well as CACREP to collect information about your experience in the program and success thereafter. We will make every effort to consider your feedback and incorporate into maintaining quality programs. It has been a pleasure working with you throughout your academic career in the Department of Counseling and Student Affairs and we wish you the very best as you engage in your professional career!

The following questions are meant to gain information related to how we are serving students who represent various demographics.

1. **List your age.**
2. **List your gender with which you identify.**
3. **List your sexual orientation.**
4. **Select your partner status.**
 - a. Married/Partnered (1)
 - b. Engaged (2)
 - c. Dating (3)
 - d. Divorced/Separated (4)
 - e. Single (5)
 - f. Other (6)
5. **Select your ethnicity/race/national origin (mark one):**
 - a. American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. (1)
 - b. Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, the Philippine Islands. (2)
 - c. Black or African American: A person having origins in any of the black racial groups of Africa. (3)
 - d. Hispanic or Latino/a: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. (4)
 - e. Native Hawaiian or other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands. (5)
 - f. White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa. (6)
 - g. Blended racial/national heritage: A person who considers herself/himself a part of more than one of the groups listed here. (7)
6. **Choose the most appropriate answer that best represents your employment while you were enrolled as a student.**
 - a. I was not employed.
 - b. I was employed part-time.
 - c. I was employed full-time.
 - d. I had a graduate assistantship on campus.

The following questions are related to your degree program.

7. **Which program in the Department of Counseling and Student Affairs are you completing?**
 - a. Clinical Mental Health Counseling
 - b. Marriage, Couple and Family Counseling
 - c. School Counseling
 - d. Student Affairs

- 8. Did you complete any of the Department's Graduate Certificate Programs? Please check as they apply:**
- Addictions Education
 - Career Services
 - College and Career Readiness
 - International Student Services
 - Not applicable, or Other.
- 9. When did you or do you expect to graduate?**
- Spring, May
 - Fall, December
 - Summer, August
- Drop down with a list of academic years
- 10. Please check any scholarship awards you received while you were a graduate student?**
- National Board for Certified Counselors Addictions Fellowship Program
 - Kentucky Counseling Association Dr. Bill Braden Mentoring Leadership Award
 - WKU Minority Distinguished Fellow, Internal
 - Other, please list
- Drop down with a list of academic years
- 11. Please check if you were a member of these student organizations while you were a student.**
- Student Affairs Graduate Association (SAGA)
 - Omega Kappa Upsilon (OKU), chapter of CSI International Chapter
- 12. While you were a graduate student, were you involved in any leadership capacity?**
- SAGA Leadership Board/Team
 - OKU Leadership Board/Team
 - Student Representative on Department, College or University Committee (i.e., search committee, curriculum committee. If so, please list.
- 13. Please check any of the following professional activities that you were involved in while a graduate student in the Department of Counseling and Student Affairs (CACREP Section 3.D):**
- Conducted or co-conducted a professional presentation, workshop, or poster
 - Wrote or co-wrote professional manuscript
 - Conducted or co-conducted research
 - Assisted with a research grant
 - Attended a professional workshop or conference
- 14. What resources did you take advantage of while you were a a graduate student in the Department of Counseling and Student Affairs (CACREP Section 3.D):**
- Technological resources
 - Library services
 - Faculty mentoring

d. Other, please list

15. Please rate your satisfaction with the program you graduated from. (APR B.4b)

Likert Scale: (5) Highly satisfied; (4) satisfied (3) neutral, neither satisfied (2) dissatisfied (1) highly dissatisfied

16. The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1) Please check any of the following that you experienced as strengths of the program. Please insert comments next to any of the strengths.

Curriculum and Programming

- a. When classes were scheduled
- b. Face to face classes
- c. Hybrid classes
- d. On-line classes
- e. Structure of class meetings (i.e., group work, demonstrations)
- f. Classes offered
- g. New Student Orientation

Faculty

- h. Knowledge base and expertise of faculty
- i. Faculty mentoring/relationship
- j. Preparedness of faculty

Personal and Professional Development

- k. Support from faculty for your personal development
- l. Remediation plans
- m. How the program helped prepare you for employment

Professional Development Opportunities

- n. Student organizations (i.e., CSI, SAGA)
- o. Co-presenting with faculty
- p. Co-writing with faculty
- q. Co-researching with faculty
- r. Graduate Assistant opportunities
- s. Internship sites

17. The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1)

Please check any of the following that you experienced as weaknesses of the program. Please insert comments next to any of the weaknesses.

Cut and paste from above

18. Have you sought employment since graduating? (APR B.5.)

19. Have you gained employment in the field of your degree program? (APR B.5) Please choose the most appropriate response.

- a. Full-time employment. Please list your employer, city and state.
- b. Part-time employment. Please list your employer, city and state
- c. Have not been hired in the field of my degree

Use Skip Logic so that graduates who have not been employed do not see questions #14-16

20. If you gained employment, please describe the setting of your employer.

- a. College or university
- b. Community mental health agency
- c. Crisis Unit
- d. Hospital
- e. Private mental health agency
- f. K-8 School
- g. High School
- h. Student Affairs. Please describe specific role or position.
- i. Other

21. If you gained employment in your respective field, how long after you graduated were you employed?

- a. Prior to graduation
- b. Three months or less
- c. Six months or less
- d. A year or less
- e. More than year

22. If you gained employment, where did you secure employment? (APR B.5)

- a. In Kentucky. Please list city
- b. Outside of Kentucky. Please list city and state.

23. Since graduating, did you seek graduate/professional school admission (i.e., doctoral degree program)? (APR B.5) Yes or No

24. If you sought graduate/professional school admission, were you admitted? (APR B.5) Yes or No

25. If you were admitted to graduate/professional school, are you planning on attending or are already enrolled? (APR B.5) Yes or No Please list program and university.

APPENDIX B
CACREP Assessments throughout Curriculum

Standard				
1. Professional Counseling Orientation and Ethical Practice. 1. self-care strategies appropriate to the counselor role	CNS 560	CNS 591	CNS 596 (1)	CNS 596 (2)
2. Social and Cultural Diversity. c. multicultural counseling competencies	CNS 555	CNS 596 (1)	CPCE	
3. Human Growth and Development. f. systemic and environment factors	CNS 555	CNS 557	CNS 588	CPCE

that affect human development, functioning, and behavior				
4. Career Development. b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.	CNS 556	CNS 596 (1)	CPCE	
5. Counseling and Helping Relationships. i. development of measurable outcomes for clients	CNS 559	CNS 567	CNS 596 (2)	CPCE
6. Group Counseling and Group Work. f. types of group and other considerations that affect conducting groups in varied settings	CNS 554	CNS 637	CPCE	
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	CNS 552	CNS 598	CPCE	
8. Research and Program Evaluation. a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	CNS 560	CNS 552	CNS 598	CPCE
<u>C. CLINICAL MENTAL HEALTH COUNSELING</u> 1. FOUNDATIONS. b. theories and models related clinical mental health counseling	CNS 558	CNS 588	CNS 596 (2)	
<u>C. CLINICAL MENTAL HEALTH COUNSELING</u> 2. CONTEXTUAL DIMENSIONS. j. cultural factors relevant to clinical mental health counseling	CNS 552	CNS 555	CNS 560	CNS 596
<u>C. CLINICAL MENTAL HEALTH COUNSELING</u> 3. PRACTICE. b. techniques and interventions for prevention and treatment of a broad range of mental health issues	CNS 559	CNS 567	CNS 596 (1)	CNS 596 (2)
<u>F. MARRIAGE, COUPLE AND FAMILY COUNSELING</u> 1. FOUNDATIONS. d. sociology of the family, family phenomenology, and family of origin theories	CNS 555	CNS 556	CNS 588	CNS 596 (1)

<p><u>F. MARRIAGE, COUPLE AND FAMILY COUNSELING 2. CONTEXTUAL DIMENSIONS.</u> 1. physical, mental health, and psychopharmacological factors affecting marriages, couples, families</p>	CNS 567	CNS 588	CNS 591	
<p><u>F. MARRIAGE, COUPLE AND FAMILY COUNSELING 3. PRACTICE.</u> b. fostering family wellness</p>	CNS 560	CNS 588	CNS 596(2)	