

**Department of Counseling and Student Affairs**  
**CMHC MCFC Program Assessment Annual Report**  
**February 15, 2023**

*Counseling Faculty, Drs. Coyt, Dye, Jenkins, Mason, Payne, and Sauerheber met on February 15, 2023 to review, discuss and address CACREP Section 4: Evaluation in the Program. A summary of their discussions is noted in response to the related standards outlined below.*

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

*Reviewed Admissions Data Spreadsheet that includes average ratings of Applications and Group Interviews. Reviewed Visual Analytics Applied/Admit/Enrolled report. Applications decreased for a year after COVID. While applications increased, enrollment was less than half the applicants in the fall of 2021. Twenty-nine CMHC applicants submitted applications; 14 enrolled, 4 were denied. Five MCFC applicants submitted applicants; 3 enrolled, 0 were denied. Faculty offered the following: (a) hearing both antidotal and results of counselor educator research that potential applicants may be more comfortable staying at home and not being on campus; (b) students may want to work full time, while also seeking graduate studies and need the flexibility to do both. Faculty agreed to consider the possibility of offering live synchronous zoom offerings later in the afternoon. However, faculty anticipated these statistics in the fall and responded by applying to CACREP in October of 2022 to offer both CMHC and MCFC programs completely virtual. As of this date, we have not heard a response back from CACREP.*

*Dr. Dye is working with a GA to engage in recruitment activities (i.e., inquiry meetings) with undergraduates to help build enrollment. As program coordinator, Dr. Jenkins will be overseeing Rhonda Jones, the Office Coordinator, who coordinates the admissions process.*

*Discussed the possibility of revising the Experiential Group Interview Rubric. Faculty agreed to wait before revising the rubric until both new faculty have had the opportunity to be a part of the admissions interview.*

2. CPCE Comprehensive Examination Data

*In the fall of 2022, the department no longer offered the CPCE on campus. Faculty have agreed that the best option is for students to remain required to take the exam at an approved site (not from a personal space). This transition has made quite a difference in saving departmental resources. Faculty noted that overall average total scores, as well as average scores across criteria are satisfactory and are comparable to national averages. Since 2018, only 6 students have failed the CPCE; all have passed the follow-up essay exam.*

3. Critical Performances/Key Assessments

*The Department is still waiting for the launching of Anthology as a system to hold all key assessment data. All rubrics were uploaded in the fall.*

4. Professional Performance Reviews (PPRs) Spreadsheet

*Total averages have increased across criteria. Faculty mentioned that our investment in relationships with students allows us to help them develop across these criteria. Faculty feel good about the PPR process. All students placed on Support Plans have since been successful.*

5. Site Supervisor Evaluations

*Dr. Coyt maintains this data and summarized that the data reflects her positive experiences of relationships between sites and our interns. She noted that respondents have chosen "N/A" which have possibly skewed the data results.*

*Since the last fall, Dr. Coyt and Dr. Sauerheber discussed the need to improve measurements of student skill development across both practicum and internship courses. As of spring 2022, syllabi now include a more robust evaluative skills rubric. The rubric used has been taken and adapted from the Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy by Jungers and Scott (2019). Additionally, the following have been referenced to: policies related to attendance in digitally delivered classes; and expectations related to completing the 20/hour week until the semester ends (rather than when students fulfill hour requirements). The CMHC MCFC Practicum and Internship Manual refers to updates made to the syllabi.*

6. Student Evaluation of Supervisor forms

*Dr. Coyt mentioned that some supervisors, across the board, are rated high; while others are not. She noted that respondents have chosen "N/A" which have possibly skewed the data results. Since the last fall, Dr. Coyt and Dr. Sauerheber discussed the need to improve measurements of student evaluation of supervisors; and have chosen to use and make adaptations to an already existing rubric*

*included in the Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy by Jungers and Scott (2019).*

*Concerns that arose about some sites are currently being addressed or will be addressed during the next check-in Dr. Coyt conducts during the semester.*

7. CNS Student Satisfaction Exit Survey (2022, Spring)

*While our average enrollment of underrepresented minorities is not what faculty prefer, it is above the WKU average.*

8. Alumni Counseling Satisfaction Survey (2022, Spring)

*Comments regarding the strengths of the program are extensive; and include professors, staff, the cohort model, and the smaller student enrollment in classes. In regards to feedback, some included desiring to have skills in treatment planning, insurance planning, and alumni guest speakers. Dr. Coyt mentioned that the recent revision of the practicum and internship syllabi now includes content and assignments related to treatment planning. Topics could also be addressed as a COGA service event and/or TFCC.*

*Faculty noted that it is very difficult to spend additional attention to these topics given the degree of standards that are required to be met.*

9. Counseling Site Supervisor & Employer Satisfaction Survey (2022, Spring)

*Responses to this survey are typically not high; antidotal sharing from site supervisors is consistently positive. Some feedback includes desiring that students have skills in treatment planning. Dr. Coyt mentioned that the recent revision of the practicum and internship syllabi now includes content and assignments related to treatment planning. Another comment was related to students having more exposure to the licensure process; Dr. Coyt mentioned that she would work on bringing in a KY LPCC Board member as a guest speaker to share information about the process. Dr. Sauerheber mentioned possibly infusing this guest speaking within a COGA service event; Dr. Dye also mentioned that the TFCC Talley Talks would also be a good platform; or a collaborative between COGA and TFCC. Faculty noted that it is very difficult to spend additional attention to these topics given the degree of standards that are required to be met.*

10. Advisory Board Meeting Minutes

*The past 3 advisory council meetings have consisted of sharing new information about our programs. In the recent meeting (January 20, 2023), one council member noted seeking feedback from other CACREP accredited programs regarding how best to offer a face to face and virtual counseling programs. Dr. Sauerheber has since followed up and has identified those programs and will*

*eventually reach out when CACREP has responded to our application. The results of a previous meeting involved a council member reviewing the contents of our school counseling-oriented courses and syllabi. Another council member was a guest speaker at Dr. Sauerheber's family counseling course.*

- C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.

*Refer to comments below.*

- D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.
- E. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.

*The noted information is always included in the Vital Statistics Surveys that are always posted at <https://www.wku.edu/csa/evaluationdata.php>.*