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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *CEBS* | | *Counseling and Student Affairs* |
| *Counseling 043* | | |
| *Dr. Andrea Jenkins* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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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. Add more Outcomes as needed.*** | | | |
| **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, check 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** | Counseling Alumni Satisfaction Survey | | |
| **Based on your results, check 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, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| 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. Further, CACREP accreditation requires an annual formal program assessment which is more exhaustive than this Assurance of Student Learning Report; and requires that the Department posts all of our assessment reports on line. See <https://www.wku.edu/csa/evaluationdata.php>. | | | |

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| **Program 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. In spring of 2024, there were 17 test takers. The overall average score across all sections was 88. The overall national mean was 87.29. Our students performed higher than or the same as the national mean in sections: professional counseling orientation and assessment and testing. Two of the 19 test takers did not pass the CPCE. Per the Department’s policies, they were required to take an essay exam. All 2 students passed this exam. | | | | | |
| **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. | | **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. |
| **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 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 assigments are addressing the given standard.  The Department, along with other departments in the college have been in the process of converting all student portfolios and accreditation-related maintenance to Anthology Portfolio. Over the last 3 months, our college has also been transitioning the dean’s office contact who directs this process (Associate Dean Dennis George to Lucas Green). Beginning this spring, we are piloting collecting all key assessment data through Anthology. In February of 2024, Lucas Green provided training for counseilng faculty related to the process. The data below is from 3 years previous.   1. Professional Counseling Orientation and Ethical Practice. l. 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. 13. F. MARRIAGE, COUPLE AND FAMILY COUNSELING 2. CONTEXTUAL DIMENSIONS. l. physical, mental health, and pychopharmacological 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. | | | | | |
| **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% | | **Program Success Target for this Measurement** | | 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. | | | | | |
| **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): Respects divergent points of view; Awareness of diversity and non-discrimination; Academic performance (in both face-to-face and digital platforms); Appropriate in-class behavior (in both face-to-face and digital platforms); Collaboration, contribution to positive environment (in both face-to-face and digital platforms); Reflective practice and personal responsibility; Personal, interpersonal & professional growth; Receives and integrates feedback; Engagement in digitally delivered courses and programs; Ethical and legal compliance (per respective profession | | | | | |
| **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% | | **Program Success Target for this Measurement** | | 100% |
| **Methods** | 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.  For Fall of 2023, average scores among all students in each item were as follows   1. Respects divergent points of view 3.02 2. Awareness of diversity and non-discrimination 3.05 3. Academic performance (in both face-to-face and digital platforms) 3.14 4. Appropriate in-class behavior (in both face-to-face and digital platforms) 3.19 5. Collaboration, contribution to positive environment (in both face-to-face and digital platforms) 3.11 6. Reflective practice and personal responsibility 3.02 7. Personal, interpersonal & professional growth 3.02 8. Receives and integrates feedback 3.05 9. Engagement in digitally delivered courses and programs 3 10. Ethical and legal compliance (per respective profession 3   In summary, the average across all criteria and all enrolled students was above 3.06, with the lowest average score being 3.02 (items 1, 6, & 7) with the highest average scores in item 4. | | | | | |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | |
| **Results**: There is nothing particularly outstanding in the results of any of the above mentioned measurements. This should be expected as the Department has a very structured Support and Remediation Plan that we use to support any student who is demonstrating concerns within any of the Professional and Academic Performance categories.  **Conclusions**: We have used these instruments over the last CACREP accreditation cycle; and per their approval of these measurements, earned the full 8 year accreditation after our summer 2021 site visit. CACREP recently came out with 2024 Standards. With that said, the program will need to replace the current learning standards with these. The very time intensive task must be completed before altering measurements.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: As mentioned above, we do not have plans to change the assessments or measurements. They are consistent and compliant with CACREP accreditation expectations. We will, however require students to take the comprehensive exam in February versus March of their last semester. We currently do not receive their scores from CPCE until mid-April, which does not give students who do not pass, nor faculty time to take/process the essay exam, discuss areas of improvement, or time to host an oral exam if need be. Further over the course of the last 18 months, our CMHC program is approved by EPSB as a pathway towards School Counseling certification. This is a tremendous asset to the community; especially since school districts now have funding resources (i.e., grants) to hire our graduates. Since our last Program Assessment meeting (spring 2023), faculty decided that we would now require our interns to gain a specific amount of group counseling hours during their practicum and internship experience. Our hope is that this also sets our graduate above others whom are also seeking employment. | | | | | | |

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| **Program Student Learning Outcome 2** | | | | | | | |
| **Program Student Learning Outcome** | Obtain appropriate state or national credentialing in their chosen profession | | | | | | |
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| **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. | | | | | | |
| **Measurement Instrument 3** | CMHC MCFC Alumni Satisfaction Survey. INDIRECT measure. Alumni are sent an invitation via email to complete a satisfaction at the end of each academic year. The survey includes a set of demographic questions, as well as qualitative and quantitative questions related to obtaining credentials: (a) are your 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? | | | | | | |
| **Criteria for Student Success** | The overall average score will not be less than 3 on a Likert 1-5 scale.  The results from the 2024 Spring Survey are as follows: For question (a) are your currently employed in a clinical and/or counseling-related job: yes (17/18 respondents). Results from question (b) did you pass the National Certified Counselor exam: 11/11 respondents passed. Results from question:  how satisfied are you with your experience in the WKU counseling program: “extremely satisfied,” 13/15 respondents; “somewhat satisfied,” 2/15 respondents. The results from question (d) how well did WKU counseling program prepare you for working in the field: “extremely well,” 5/15 respondents; “very well,” 8/15 respondents; “moderately well,” 2/15 respondents.  Responses to the qualitative question, “From your experience, what would you say are the greatest strengths of the WKU counseling program?” was as follows:  Amazing professors and quality classes and coursework to prepare students to work in counseling field.  Systems and couples perspectives lacking in other degrees/tracks great staff  Connection with the students and availability of the professors to advise and mentor those in the counseling program.  The availability of the teachers. Being able to complete the NCC exam while in the program.  Professors and supervisors of internship sites.  The faculty. They ensured that we were the best we could be and worked hard to teach and guide us.  The faculty, the support, and the diversity of each cohort  Interactive Classes, open + honest professors  Connection to professors, relationships with other students due to small class sizes, and in-person practice or certain techniques.  Variety of techniques we learned in both text form and through experiences with the professors  The professors have such a variety of backgrounds and experiences! Their knowledge and passion to teach pushed me to challenge myself and grow in so many ways. In person classes (compared to some programs who are primarily or completely online) allowed me better experience in practicing my skills.  The in-person classes where we were able to practice.  The support given by faculty and the encouragement to reach farther, to never stop growing. | | | | | | |
| **Program Success Target for this Measurement** | | 100% | | **Program Success Target for this Measurement** | | 100% | |
| **Methods** | The Department distributes the survey during the first half of the spring semester. The survey is on Qualtrics and distributed through email to our alumni list serv. 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.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: There is nothing particularly outstanding in the results of any of the above mentioned measurements. This should be expected as the Department has a very structured Support and Remediation Plan that we use to support any student who is demonstrating concerns within any of the Professional and Academic Performance categories. This is especially helpful in the area of academics. Students who are not performing well academically are typically required to meet regularly with instructors and/or advisors until they have at least demonstrated competence in the classroom.  **Conclusions**: We have used these instruments over the last CACREP accreditation cycle; and per their approval of these measurements, earned the full 8 year accreditation after our summer 2021 site visit. CACREP recently came out with 2024 Standards. With that said, the program will need to replace the current learning standards with these. The very time intensive task must be completed before altering measurements.  **Plans for Next Assessment Cycle**: The hope is always to receive more feedback on surveys, but the response rate is consistently low. However, even with a low response rate, all of the qualitative and quantitative feedback was positive. It is also very consistent with what the mission of faculty is. | | | | | | | |

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| **Program Student Learning Outcome 3** | | | | | | | |
| **Program Student Learning Outcome** | Develop skills desired by prospective employers | | | | | | |
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| **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. | | **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. | |
| **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 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 assigments are addressing the given standard.  The Department, along with other departments in the college have been in the process of converting all student portfolios and accreditation-related maintenance to Anthology Portfolio. Over the last 3 months, our college has also been transitioning the dean’s office contact who directs this process (Associate Dean Dennis George to Lucas Green). Beginning this spring, we are piloting collecting all key assessment data through Anthology. In February of 2024, Lucas Green provided training for counseilng faculty related to the process. The data below is from 3 years previous.   1. Professional Counseling Orientation and Ethical Practice. l. 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. 13. F. MARRIAGE, COUPLE AND FAMILY COUNSELING 2. CONTEXTUAL DIMENSIONS. l. physical, mental health, and pychopharmacological 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. | | | | | | |
| **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% | | **Program Success Target for this Measurement** | | 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. | | | | | | |
| **Measurement Instrument 3** | Counseling Site Supervisor & Employer Satisfaction Survey. INDIRECT measure. The Department distributes the survey during the first half of the spring semester. 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? | | | | | | |
| **Criteria for Student Success** | The overall average score will not be less than 3 and on none of the 3 objective will the average be less than 3.  The results from the 2024 Spring survey were as follows:  The results from question (a) how satisfied are you with the professional performance of WKU counseling interns and/or graduates were as follows: 3/5 respondents were “extremely satisfied;” 1/5 was “somewhat satisfied;” and 1/5 was “neither satisfied or dissatisfied.” 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: 2/4 respondents noted “extremely well;” 1/4 “very well;” 1/4 “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: 3/4 respondents noted “extremely likely” and 1/4 noted “somewhat likely.”  Responses to the qualitative question, “From your experience, what are the greatest strengths of WKU counseling graduates and/or interns?” was as follows:   * Professionalism, understanding of the counseling field * They understand therapy as a service and are prepared to work with clients immediately. * I find that WKU's counseling students do come better prepared with clinical knowledge than other local counseling program's students as well as social work students. The students that I have worked with have been professional and very intentional and motivated with their work. I have appreciated their desire to learn and their engagement with my clinical team. * I've been very impressed by the excitement, focus, passion, knowledge, insight, and hunger for growth from students I've taught in internship class and the intern I've had. I would have taken more interns had I had the office space for them. | | | | | | |
| **Program Success Target for this Measurement** | | 100% | | **Program Success Target for this Measurement** | | 100% | |
| **Methods** | The Department distributes the survey during the first half of the spring semester. 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.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: There is nothing particularly outstanding in the results of any of the above mentioned measurements. This should be expected as the Department has a very structured Support and Remediation Plan that we use to support any student who is demonstrating concerns within any of the Professional and Academic Performance categories. This is especially helpful in the area of academics. Students who are not performing well academically are typically required to meet regularly with instructors and/or advisors until they have at least demonstrated competence in the classroom.  **Conclusions**: We have used these instruments over the last CACREP accreditation cycle; and per their approval of these measurements, earned the full 8 year accreditation after our summer 2021 site visit. CACREP recently came out with 2024 Standards  **Plans for Next Assessment Cycle**: Over the course of the last 18 months, our CMHC program is approved by EPSB as a pathway towards School Counseling certification. This is a tremendous asset to the community; especially since school districts now have funding resources (i.e., grants) to hire our graduates. Since our last Program Assessment meeting (spring 2023), faculty decided that we would now require our interns to gain a specific amount of group counseling hours during their practicum and internship experience. Our hope is that this also sets our graduate above others whom are also seeking employment. | | | | | | | |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document – See** [**https://www.wku.edu/csa/plans/planned\_program\_cmhc\_fall\_cohort\_final.pdf**](https://www.wku.edu/csa/plans/planned_program_cmhc_fall_cohort_final.pdf)