



Opportunity afforded

**COUNSELING PROGRAM
ANNUAL IMPROVEMENT PLAN
2020-2021**

Annual Improvement Plan

Purpose: The Counseling (CNS) Program is dedicated to improve the Program curriculum, organization, and communication by frequent and routine evaluations. Various groups help in the evaluation process: CNS students during their last semester of the Program, graduates of the CNS Program within six months of graduating, employers of recent graduates, and practicum and internship site supervisors. Through an anonymous survey format, each of these groups provide feedback on the strengths and challenges of our Program curriculum and student educational experiences. The surveys are the Program Evaluation, the Graduate Survey, the Graduate Employer Survey, and the Site Supervisor Evaluation of Counseling Program. The CNS faculty compile, analyze, discuss and utilize the feedback to determine future foci and/or changes to the Program. In addition, at the end of each semester, CNS faculty review the progress of each student on all CACREP standards and utilize this information to enhance program curriculum and develop student remediation, if necessary. Lastly, we share the reports with our Advisory Board and discuss possible changes to the program.

Program Evaluation: The counseling faculty aim to conduct an assessment of the effectiveness of the counseling program. An important component of this review is to ascertain the quality and relevancy of the program and course content from the point of view of current students and graduates. Results are analyzed and used to help the program identify areas of strength and areas that are in need of enhancement. The following are the results of the evaluation administered to six students who each completed a program evaluation at the completion of their exiting exam.

Program strengths:

- 9 of 11 respondents reported that the program completely met their expectations.
- 9 of 11 respondents reported that program content completely met their expectations
- 11 of 11 respondents reported that overall quality of faculty as very good or excellent
- 10 of 11 respondents reported that program content was very good or excellent
- Themes regarding general strengths of program included:
 - Faculty are flexible and supportive of students
 - Clinical experiences were significant in student development
 - Diverse experiences/orientations were helpful for students
- With regards to skills acquired, the following themes were noted:
 - Development of foundational counseling skills
 - Development of theoretical orientation
 - Enhanced awareness of self
- Courses that were identified as being most helpful included:
 - CNS 619, Foundational Counseling Skills
 - CNS 624, Theories of Counseling
 - CNS 625, Legal & Ethical Issues
 - CNS 671, Multicultural Counseling
 - CNS 676, Clinical Diagnosis & Treatment Planning
 - CNS 692, Group Counseling

- CNS 710, Counseling Children and Adolescents
- CNS 720, Elementary School Counseling
- CNS 722, Substance Use & Addictions Counseling
- CNS 725, Middle/Secondary School Counseling
- CNS 790, CNS 794, CNS 795

Potential Areas for Improvement

- 2 of 11 respondents indicated that the program only somewhat met their expectations, of which one of the two cited that instructors relied on students to read prior to class, and that readings were not often discussed in class; rather, readings were used to prompt class discussions. For this student, learning was more likely to happen when readings are explained in class via PPT.
 - Some students did acknowledge that class discussions did not relate to content that was being assessed on the CPCE.
- CPCE was an area of commonality for these respondents
 - Students indicated that the program should increase frequency of the exam dates, offer different testing sites, and provide class exams that resemble test items from the CPCE.
- Courses that were perceived to be least helpful included:
 - ADM 630, Methods of Research
 - Two students indicated this, but comments were not left as to reasons why
 - CNS 686, Career Counseling
 - Four students indicated this, two students left comments
 - One student indicated that they were not certain on how this course would prepare them as a school counselor
 - The other student stated that the online experience of the course left them unprepared for Career content on the CPCE
 - It is gathered that the majority of these students, if not all of them took CNS 686 in Summer 2019
 - If so, then they took with an adjunct who did not teach the class well.

Site Supervisors: Overall, the site supervisors ranked the counseling program between adequately prepared and excellent on all standards with the exception of an N/A in ongoing professional development. The highest rankings were in professional counseling identity and high ethical standards. Supervisors also ranked the students' skills between neutral and strongly agree. The highest rankings were in individual and group counseling skills with the majority of the rankings in all categories between agree and strongly agree. Supervisors also rated students in knowledge areas. All ranged between agree and strongly agree. The highest areas were individual and group theories and human growth and development.

Need for Program improvement. While many of the standards increased in score, there were some areas where the scores did decrease minimally. Several evaluations rated

students in the satisfactory range for personal and professional growth, professional counseling identity, collegiality, accountability, professional leadership, contact with professional organizations, high ethical standards, ongoing professional development and openness to supervision and feedback. Though most of these only had two responses. All content skills and knowledge were rated agree to strongly agree.

Recommendations. In order to address the areas for improvement, the counseling program faculty met and discussed how to proceed. Most areas for improvement were only noted by one to two respondents. However the areas of professional leadership and contact with professional organizations had four and three respondents respectively. The faculty expect students to join ACA or ASCA when they begin clinicals. We will discuss opportunities for students to share their experiences with professional organizations with their sites. Professional leadership needs to continue to be addressed. Faculty will work with students to identify ways the can excel, volunteer, and advocate as a leader not only in their site but in the profession as a whole.

Student Learning Outcomes (SLO’s): In addition to the above surveys, the CNS faculty also reviewed student outcomes on Key Performance Indicators (KPI). Furthermore, each CACREP standard (in the eight core areas and in clinical mental health counseling) is assessed via an assignment, evaluation, or task in the program. Faculty review each standard for each student. Below is an overview of the results.

SLO 1 – Students will demonstrate the knowledge and dispositions of an ethical and professional counselor

KPI 1.1 – Counseling Dispositions: Students who complete the program will demonstrate inclusiveness, responsibility, enthusiasm, professionalism, and ethical standards.

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	2019-2020 Analysis
Admission	Admission Interview Rubric	All CNS faculty	The student will “ <i>meet expectations</i> ” on the admissions rubric	During the 2019-2020 academic year, the CNS program admitted nine students into the program (five students in the fall [one school counseling student; four clinical mental health counseling students]; four students in the spring [two school counseling students; two clinical mental

				health counseling students]). One student was denied admission into the program. Of the students who were admitted, all met standards on the admissions rubric.
Conclusion of each semester	Student Disposition Evaluation	CNS Faculty instructor	The student will “ <i>meet expectations</i> ” on disposition evaluation for each course he/she completed.	During the 2019-2020 academic year 37 students were assessed in courses during the fall, spring, and summer semesters. Four students failed to meet expectations in their respective classes. Two of the four students withdrew from the program. Student concern forms were completed for the other two students.
At the conclusion of CNS 790	Formal disposition review	All CNS faculty	The student will “ <i>meet expectations</i> ” on disposition evaluation for CNS 790	During the 2019-2020 academic year 10 students were enrolled in practicum. All students met expectations at the conclusion of their clinical experiences. These results indicate that students are demonstrating professional counseling dispositions during their initial clinical experiences.
At the conclusion of CNS 794/795/796/797	Formal disposition review	All CNS faculty	The student will “ <i>meet expectations</i> ” on disposition evaluation for	During the 2019-2020 academic year 12 students were enrolled in an internship experience(s). All

			CNS 794/795/796797	students met expectations at the conclusion of their clinical experiences. These results indicate that students are demonstrating professional counseling dispositions during their clinical experiences.
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KPI 1.2 - Ethics: Students who complete the program will demonstrate an understanding of ethical and legal practice relating to professional counseling

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	2019-2020 Analysis
CNS 625 – Legal and Ethical Dilemmas Assignment	Legal and Ethical Dilemmas Rubric	CNS Faculty Instructor	The student will “ <i>meet expectations</i> ” on the Legal and Ethical Dilemmas project.	11 students completed the assignment in summer 2020. All students met expectations based on criteria outlined in the legal and ethical dilemmas rubric. These results indicate that students are able to demonstrate a knowledge regarding ACA Code of Ethics and KY Laws pertaining to professional counselors.
CNS 790 - CESA	CESA Rubric	All CNS faculty	The student will “ <i>meet expectations</i> ” on the criteria specific to <i>ethical and legal considerations</i> on the CESA.	12 students completed the CESA during the 2019-2020 academic year. All but one student (91.7%) met expectations on the criteria of the CESA that is

				<p>specific to ethical and legal considerations. The student who did not pass the standard will need to be assessed again in practicum.</p> <p>When assessing for proficiency for initial certification, the counseling program will require applicants to speak to the ethical and legal considerations of a professional school counselor.</p>
Semester prior to final semester or final semester	CPCE	All CNS faculty	The student will demonstrate competence by scoring within one standard deviation of the national average on the Professional Orientation and Ethics portion of the exam.	During the 2019-2020 academic year, the counseling program had 10 students register for the CPCE. All 10 students scored within at least one standard deviation of the Professional Orientation and Ethics domain of the CPCE. This result indicates that by the time students are nearing graduation, these students can demonstrate sound knowledge regarding professional ethics.

SLO 2 – Students will practice reflective, theoretically-grounded counseling

KPI 2.1 - Theory: Students who complete the program will demonstrate knowledge and understanding of counseling theory

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	2019-2020 Analysis
CNS 624 – Theories Paper	Theories Paper Rubric	CNS Faculty Instructor	The student will “ <i>meet expectations</i> ” on the Theories Paper	15 counseling students were enrolled in CNS 624, Theories of Counseling. All 15 students met expectations on the Theory Paper assignment. This result indicates that students are developing a foundational understanding of their theoretical orientation soon after the starting the counseling program.
CNS 790 - CESA	CESA Rubric	All CNS faculty	The student will “ <i>meet expectations</i> ” on the criteria specific to <i>counseling theories</i> on the CESA	<p>12 students completed the CESA during the 2019-2020 academic year. All but one student (91.7%) met standards on the criteria of the CESA that is specific to counseling theory domain. The student who did not pass the standard will need to be assessed again in practicum.</p> <p>When assessing for proficiency for initial certification, the counseling program will require applicants to speak to how they will apply their counseling theory as a</p>

				Professional School Counselor.
CNS 794, 795, 797 – Oral Defense	Oral Defense rubric	CNS Faculty instructor	The student will “ <i>meet expectations</i> ” on the criteria specific to the <i>oral presentation of his/her counseling theory</i> for the Oral Defense presentation.	During the 2019-2020 academic year, nine students were enrolled in a clinical experience where they were required to take part in the Oral Defense. All nine students met expectations on the criteria related to counseling theory. This result indicates that as these students approached graduation they had the ability to demonstrate and defend their clinical work within the scope of their theoretical framework.

KPI 2.2 - Skills: Students who complete the program will demonstrate essential interviewing and counseling skills

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	2019-2020 Analysis
CNS 619 – Foundational Working Stage Counseling Skills	Foundational Working Stage Counseling Skills Rubric	CNS Faculty Instructor	The student will “ <i>meet expectations</i> ” on the Foundational Working Stage Counseling Skills	13 students were enrolled in CNS 619. All 13 met expectations for the Foundational Working Stage Skills. This result suggests that students are learning to apply foundational counseling skills appropriately by the end of the semester.

CNS 790 – Case Presentation	Case Presentation Rubric	CNS Faculty Instructor	The student will “ <i>meet expectations</i> ” on the criteria specific to <i>counseling skills</i>	During the 2019-2020 academic year, 11 students were enrolled in the CNS 790, Practicum. All 11 students met expectations on the criteria of the Case Presentation rubric that focused on counseling skills. This result indicates that these students continued to develop and demonstrate sound foundational and working stage counseling skills.
CNS 794/795/797 – Oral Defense	Oral Defense rubric	CNS Faculty instructor	The student will “ <i>meet expectations</i> ” on the criteria specific to the <i>video demonstration that highlights relationship building and working stage counseling skills</i> for the Oral Defense presentation.	During the 2019-2020 academic year, nine students were enrolled in a clinical experience where they were required to take part in the Oral Defense. All nine students met expectations on the criteria related to the counseling demonstration. This result indicates that as these students approached graduation they continued to demonstrate both foundational and working stage counseling skills.

KPI 2.3 – Group: Students who complete the program will design and facilitate group interventions

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	2019-2020 Analysis
CNS 692 – Group Proposal	Group Proposal Rubric	CNS Faculty Instructor	The student will “ <i>meet expectations</i> ” on the Group Proposal	12 counseling students were enrolled in CNS 692, Group Counseling. All 12 students met expectations. This result indicates that the students in this course understood the various components required to effectively develop, market, and assess group work.
Clinicals (CNS 790, 794, or 795)	Group Verification Form	Site Supervisor	The student will complete group sessions as verified by site supervisor	During the 2019-2020, 11 students facilitated group work during their clinical experiences. These students were able to demonstrate foundational group work skills.
Semester prior to final semester or final semester	CPCE	All CNS faculty	The student will demonstrate competence by scoring within one standard deviation of the national average on the Group Counseling and Group Work Domain	The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All 10 students passed the <i>Group Counseling and Group Work</i> domain of the CPCE on their first attempt. This result suggests that students have a solid understanding of group work knowledge.

SLO 3 – Students will demonstrate multicultural competency and be prepared to work with diverse clientele across the lifespan

KPI 3.1 - Diversity: Students who complete the program will demonstrate an ability to understand diverse cultural attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	2019-2020 Analysis				
CNS 671 – at start and conclusion of course	MAKSS	Faculty Instructor	The student will demonstrate growth (improved post-test score) in the subtest areas of the MAKSS.	<p>11 counseling students were enrolled in the CNS 671, Multicultural Counseling, during the spring 2020 semester. In the table below, mean scores can be seen for each subscale of MAKSS and total score. The results indicate an increase in scores in each area, indicating that students are increasing their multicultural knowledge, awareness, and skills through the course of the semester.</p> <table border="1" data-bbox="1182 1276 1360 1795"> <tr> <td data-bbox="1182 1276 1360 1409">Awareness Pre/Post 25.7/28.6</td> </tr> <tr> <td data-bbox="1182 1409 1360 1541">Knowledge Pre/Post 25/35.3</td> </tr> <tr> <td data-bbox="1182 1541 1360 1673">Skills Pre/Post 21.3/32.7</td> </tr> <tr> <td data-bbox="1182 1673 1360 1795">Total Pre/Post 72/96.6</td> </tr> </table>	Awareness Pre/Post 25.7/28.6	Knowledge Pre/Post 25/35.3	Skills Pre/Post 21.3/32.7	Total Pre/Post 72/96.6
Awareness Pre/Post 25.7/28.6								
Knowledge Pre/Post 25/35.3								
Skills Pre/Post 21.3/32.7								
Total Pre/Post 72/96.6								
CNS 671 – Cultural Exposure Assignment	Cultural Exposure Rubric	Faculty Instructor	The student will “ <i>meet expectations</i> ” on	11 counseling students were enrolled in the CNS				

			the Cultural Exposure project.	671, Multicultural Counseling, during the spring 2020 semester. All 11 students met expectations on the Cultural Exposure assignment, indicating that students were able to reflect on and articulate self-awareness within the scope of diversity and systemic oppression.
Semester prior to final semester or final semester	CPCE	All CNS faculty	The student will demonstrate competence by scoring within one standard deviation of the national average on the Social and Cultural Diversity Domain	The Counseling Program had 10 students take the CPCE during the 2019-2020 academic year. All 10 students passed the <i>Social and Cultural Diversity</i> domain of the CPCE on their first attempt. This result suggests that students have a comprehensive understanding of multicultural counseling

KPI 3.2 - Lifespan: Students who complete the program will demonstrate an understanding of behaviors and issues across the lifespan

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	2019-2020 Analysis
CNS 635	Case Study	Faculty Instructor	The student will “ <i>meet expectations</i> ” on the Case Study project.	During the 2019-2020 academic year, 9 students were enrolled in CNS 635, Human Development. All 9 student met expectations on the

				Case Study Project, indicating that these students could theorize the potential effects of biopsychosocial issues on the developmental of a human across the lifespan.
Semester prior to final semester or final semester	CPCE	All CNS faculty	The student will demonstrate competence by scoring within one standard deviation of the national average on the Human Growth and Development Domain	<p>The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All but one student passed the <i>Human Growth and Development</i> domain of the CPCE on their first attempt (the one student who did not pass retook the exam twice and passed on the third attempt). This result suggests that the majority of this sample possessed a comprehensive knowledge regarding biopsychosocial issues across the lifespan.</p> <p>The program has made plans to pilot a human development question to the CESA to assess knowledge within this domain at or about the halfway point of students' progression in the program.</p>

SLO 4 – Students will demonstrate a readiness to work within the spectrum of mental health settings

KPI 4.1 - Assessment: Students who complete the program will demonstrate knowledge of the helping process, inclusive of assessment tools, psychometric constructs, and diagnosing and treatment planning

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	2019-2020 Analysis
CNS 676 – Case Study Assignment	Case Study Assignments Rubric	Faculty Instructor	The student will “ <i>meet expectations</i> ” on the Case Study project.	Nine counseling students were enrolled in CNS 676, Diagnosis and Treatment Planning. All students met expectations on the Case Study Project. These results indicate that at the conclusion of this course, these students were able to demonstrate appropriate diagnoses based on the DSM 5.
CNS 683 – Midterm Exam	Midterm Exam	Faculty Instructor	The student will pass the midterm exam with a C grade or better	During the 2019-2020 academic year, nine counseling students were enrolled in CNS 683, Test and Measurements. All nine students passed the midterm exam with a grade of C or better. These results indicated that these students were able to demonstrate foundational knowledge regarding psychometrics.

CNS 722 – Movie Paper	Movie Paper Rubric	Faculty Instructor	The student will “ <i>meet expectations</i> ” on the Movie Paper Assignment.	13 counseling students were enrolled in CNS 722, Substance Use and Addictions Counseling. All 13 students met expectations on the Movie Paper, indicating that these students were able to demonstrate knowledge regarding appropriate addictions assessments for these characters.
Semester prior to final semester or final semester	CPCE	All CNS Faculty	The student will demonstrate competence by scoring within one standard deviation of the national average on the Assessment and Testing Domain	The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All students passed the <i>Assessment and Testing</i> domain of the CPCE on their first attempt. This result suggests that these students possessed a comprehensive knowledge regarding assessment and testing as they relate to the helping process.

KPI 4.2 - Career: Students who complete the program will demonstrate knowledge in career and vocational development of clients

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	2019-2020 Analysis
CNS 686	Savickas Interview	Faculty Instructor	The student will “ <i>meet expectations</i> ” on the Savickas	Nine students were enrolled in CNS 686, Career Counseling, during

			Interview Assignment.	the 2019-2020 academic year. All nine students met expectations on the Savickas Interview Project, indicating that these students possessed sound career counseling knowledge.
Semester prior to final semester or final semester	CPCE	All CNS faculty	The student will demonstrate competence by scoring within one standard deviation of the national average on the Career Development Domain	The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All 10 passed the <i>Career Development</i> domain of the CPCE on their first attempt. This result suggests that the majority of this sample possessed a comprehensive knowledge regarding career counseling.

KPI 4.3 - Research: Students who complete the program will demonstrate the ability to comprehend professional research and literature, especially as it relates to program evaluation and evidence-based practices

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	Implication of Analysis
ADM 630	Literature Review Paper	Faculty Instructor	Earn a grade of C or better	Eight counseling students were enrolled in ADM 630, Research Methods, during the 2019-2020 academic year. All eight met expectations on the Literature Review Project, indicating that these students could critically

				assess scholarly writings.
Semester prior to final semester or final semester	CPCE	All CNS faculty	The student will demonstrate competence by scoring within one standard deviation of the national average on the Research and Program Evaluation Domain	The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All 10 students passed the <i>Research and Program Evaluation</i> domain of the CPCE on their first attempt. This result suggests that these students have comprehensive knowledge regarding research and program evaluation procedures.

CMHC SLO 1 – Students will demonstrate the foundational dispositions and skills of a professional clinical mental health counselor

CMHC KPI 1.1 - Counseling Identity: Students who complete the program will possess a professional counseling identity

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	Implication of Analysis
CNS 619 – Reflection Assignment 2	Reflection rubric	CNS Faculty Instructor	The student will “ <i>meet expectations</i> ” on the reflection rubric	13 counseling students were enrolled in CNS 619, Foundational Counseling, in fall 2019. All students met expectations for the Reflection Assignment 2, demonstrating an understanding of the various counseling divisions under the American Counseling Association.

CNS 625 – Reflection Assignment 3	Reflection rubric	CNS Faculty Instructor	The student will “ <i>meet expectations</i> ” on the reflection rubric	11 counseling students were enrolled in the CNS 625, Legal and Ethical Issues in Counseling. All 11 students met expectations on Reflection Assignment 4, indicating that these students were able to articulate the rationale for the licensure process in Kentucky.
CNS 795/797 – Oral Defense	Oral Defense rubric	CNS Faculty instructor	The student will “ <i>meet expectations</i> ” on the criteria specific to the <i>written portion of his/her counseling identity</i> for the Oral Defense presentation.	During the 2019-2020 academic year, nine students were enrolled in a clinical experience where they were required to take part in the Oral Defense. All nine students met expectations on the criteria related to the written aspect of their counseling identity. This result indicates that as these students approached graduation they were able to articulate their understanding of self as a professional counselor.
Semester prior to final semester or final semester	CPCE	All CNS faculty	The student will demonstrate competence by scoring within one standard deviation of the national average on the Professional Counseling	The Counseling Program had 10 students take the CPCE in during the 2019-2020 academic year. All 10 students passed the <i>Professional Orientation and Ethics</i> domain of

			Orientation and Ethics Domain	the CPCE on their first attempt. This result suggests that these students have comprehensive knowledge regarding research and program evaluation procedures.
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CMHC KPI 1.2 - Counseling Skills: Students who complete the program will demonstrate the ability to conduct formal interviews, properly diagnose, create treatment plans, document services appropriately, and provide varying techniques to promote wellness

When assessment occurs	Assessment Tool	Party Conducting Assessment	Criteria for Success	Implication of Analysis
CNS 676 – Role Plays and Documentation	Role plays and Case Documentation Rubric	Faculty Instructor	The student will “ <i>meet expectations</i> ” on the role plays and documentation.	During the 2019-2020 academic year, nine counseling students were enrolled in CNS 676, Clinical Diagnosis and Treatment Planning. All nine students met expectations on the Role Play Project, indicating that these students were able to demonstrate sound ability to conduct various counseling, intake interventions.
CNS 694 – Practice Sessions	Session Review Form Rubric	CNS Faculty Instructor	The student will “ <i>meet expectations</i> ” on the session review form rubric	No results can be reported at this time, as CNS 694, Advanced Counseling and Supervision was not offered during the 2019-2020 academic year.
CNS 795/797 – Site Supervisor Evaluation	Site Supervisor Evaluation – Final Evaluation	Site Supervisor	The student will “ <i>meet expectations</i> ” on	During the 2019-2020 academic year, nine students

			site supervisor evaluation	were enrolled in their final clinical experience. The site supervisors for all nine students reported that their supervisees met site expectations. This result indicates the program is preparing competent and clinically skilled professional counselors.
CNS 795 – Faculty Supervisor Evaluation	Faculty Supervisor Evaluation – Final Evaluation	Faculty Supervisor	The student will “ <i>meet expectations</i> ” on site supervisor evaluation	During the 2019-2020 academic year, nine students were enrolled in their final clinical experience. The faculty supervisors for all nine students reported that their supervisees met internship expectations. This result indicates the program is preparing competent and clinically skilled professional counselors.

Plan for improvement: The CNS Program will continue to work on various areas to enhance the curriculum and the learning experiences for students. Many changes have already been made. For instance, each course syllabus has been reorganized, standardized (according to CACREP national standards, CAEP, and EPSB), and updated to strengthen the focus on counseling theory, multicultural issues, and application of skills. Also, the organization of the Program itself has been restructured to offer consistency in course offering and uniformity of student expectations. In the upcoming year, the Program will use the results of these surveys and SLO’s to further develop the curriculum and Program structure. While the vast majority of the students met or exceeded the Core and program specific CACREP standards, there are some areas to review. Adjustments that will be made to specific courses include:

- ❖ CNS 686 is being taught by a core professor

- ❖ The Program is giving students the option to take the CPCE at Murray State at a specified date/time, or at a testing site of their choosing at a date/time of their choosing.
- ❖ Students who enter program via initial certification (option 9) will need to demonstrate ethical knowledge and theoretical orientation.
- ❖ A lifespan development question will be added to the CESA as a second of three programmatic assessment points in human development.
- ❖ Faculty will encourage students to join ACA/ASCA prior to clinicals.
- ❖ Students will be encouraged to share professional organization experiences with their site/site supervisor so as to advocate for the profession.
- ❖ Faculty will provide study guides for course exams at the start of certain classes.
- ❖ The faculty will propose a new Social Justice and Advocacy Course to better align the program with their mission and objectives.
- ❖ The program will create a new student data tracking system.

Graduation & Postgraduate Placement

During the 2019-2020 academic year, seven counseling students graduated the program (EdS SC = 1; MAEd SC = 5; and EdS CMHC = 2 [one student graduated from both the MAED SC and CMHC Program, but maintains a school counseling position]).

Two of the six school counseling graduates have maintained their positions as teachers at their schools. Three other school counseling graduates have earned positions as school counselors. The CMHC graduate is in the process of earning another advanced degree.

The counseling faculty is taking the proper steps to make positive changes to the structure, organization and flow of the counseling program. This will be an ongoing process, but it is necessary to meet our purpose of preparing our students for careers as professional counselors.