

Department of Counseling and Student Affairs, Counseling Programs
Annual Program Assessment
2024 CACREP SECTION 4: Evaluation in the Program

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Date: September 16, 2026

In attendance: Dr. Jill Sauerheber (Meeting Leader), Dr. Lacreteria Dye, Dr. Cynthia Mason

The Annual Program Assessment has been moved to the fall semester to allow for a comprehensive review of the previous academic year as a whole. The Counseling Advisory Board meeting has been moved to the spring semester to allow the Board to review the program assessment results and provide input to inform planning for the upcoming academic year.

PROGRESS TOWARDS 2024 CACREP STANDARDS AND SELF-STUDY

The Department used part of this meeting to further discuss standards that need to be addressed for the upcoming accreditation Self-study.

Standard 1.I. The counselor education program intentionally creates and effectively maintains an inclusive and equitable learning community that respects individual differences.

Counseling faculty reviewed program practices intended to create and maintain an inclusive, equitable, and supportive learning community across the Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling programs. These practices include course-based learning activities and resources, program-sponsored professional-development opportunities (through [WKU's Continuing & Professional Development](#) unit), individualized advising, New Student Orientation, Professional Performance Reviews, student support and remediation procedures, and opportunities for students to communicate concerns and provide feedback about their experiences (recently revised Student Satisfaction Survey). All of these activities are meant to support inclusivity, differences and an equitable climate.

In considering individual differences within the learning community, faculty discussed the experiences and support needs of students from a range of backgrounds, including first-generation students, Black and Brown students, students from rural or under-resourced communities, and students whose personal or family experiences include addiction. These populations do not represent the full range of individual differences within the programs; rather, they are examples identified during faculty discussion as requiring continued attention in program practices, student support, and the learning environment. Faculty believe that our awareness of these differences provides a foundation from which we can consider and evaluate opportunities.

Faculty reported intentionally incorporating readings, course activities, instructional resources, and guest presentations that expose students to varied perspectives, populations, professional experiences, scholars, and practice settings. Faculty bring in guest speakers from varied backgrounds to supplement the learning experiences within courses; topics address different

clinical populations and practice contexts, including correctional settings, the lifecycle of women, supporting neurodivergent children and counseling gifted children. Faculty also discussed the importance of providing students opportunities to process experiences related to individual differences within the program and the counseling profession. Some faculty are incorporating reading and materials authored by non-white scholars, including family systems theorist, Salvador Minuchin. As mentioned, the Department provides an ongoing [professional-development workshop series](#) in collaboration with [WKU's Continuing & Professional Development](#). Those have included but are not limited to neurodivergence, disability, giftedness, child welfare, trafficking, and work with LGBTQ+ youth. Guest

Some faculty within the Department are also engaged in community activities and workshops in which students are invited to attend and/or participate. For example, Dr. Dye mentors students through her involvement in the For Real Change summer program, which provides Black and Brown students with opportunities to learn about counseling and mental health. Program notes also identify student involvement in the Mental Health Drum Circle/"Be Well Brother" initiative. Dr. Sauerheber invites students to join the North American Society of Adlerian Psychology, which has a rich history of involving students in leadership roles. Each year, she submits a Student/Alumni panel that provides students with the opportunity to co-present with her on how they incorporate Adlerian concepts. The most recent workshop included alumni representing varied racial and cultural backgrounds and sexual identities, providing students with exposure to a range of perspectives and experiences within the profession. She also extended an invitation to students to attend a recent virtual workshop on life balance and stress regulation she presented with the Billings Ovulation Method Association (BOMA).

The program's Professional Performance Review process provides another means of supporting an equitable and responsive learning community. Counseling faculty and staff meet twice each academic year to review student development across the established professional-performance criteria. Faculty and staff consider multiple observations and sources of information when discussing student performance and support needs. Following each review, students receive individualized written feedback. When concerns arise, faculty use Support Plans and remediation procedures to communicate concerns, identify expectations and resources, and provide opportunities for development. During 2025–2026, the Department revised its support and remediation documentation to emphasize a developmental and supportive approach while maintaining the program's gatekeeping responsibilities.

Individualized advising and direct faculty-student relationships also contribute to the learning community. Students receive assistance through advising, New Student Orientation, faculty communication, and meetings addressing program progression or support needs. Faculty identified one-to-one attention, direct support, and opportunities for students to process their experiences within the program as important retention and student-support practices.

For the first time, Dr. Sauerheber invited Part-time (PT) Counseling Faculty to attend this Program Assessment meeting. As Department Chair and Counseling Program Coordinator, she will continue to provide opportunities for PT Counseling Faculty to provide input regarding inclusive and equitable learning community. (PT Counseling Internship Faculty have been

invited to attend a meeting scheduled for the fall that will serve to meet this standard as well as others.)

Program Practices

Program Practice	Contribution to an Inclusive and Equitable Learning Community	Supporting Evidence
Course activities, readings, instructional resources, and guest presentations addressing varied populations, experiences, and practice settings	Incorporates attention to individual differences within students' academic and professional preparation	Representative syllabi, assignments, readings, Canvas materials, course announcements, and guest-presenter communications
Department-sponsored professional-development workshops and presentations	Extends learning beyond individual courses and provides opportunities for students to strengthen their understanding of different populations, identities, abilities, circumstances, and communities	WKU Counseling and Student Affairs Professional Development Workshop Series; Past Counseling and Student Affairs Workshops; workshop announcements; presenter materials; registration and attendance records; and participant evaluations
Professional Performance Reviews conducted twice each academic year	Provides a systematic process for reviewing each student's professional development and identifying individual support needs	PPR procedures, completed PPR forms, individualized student feedback, and faculty meeting records
Consultation among core and affiliate faculty, staff, faculty supervisors, and site supervisors when reviewing student development and concerns	Allows the program to consider information from multiple individuals and settings when determining students' needs and appropriate support	PPR documentation, faculty and site-supervisor evaluations, consultation records, and faculty meeting notes
Support Plans and remediation procedures	Provides an individualized process for communicating concerns, identifying resources and expectations, and supporting continued student development	Counseling Student Handbook, revised Support Plan and remediation forms, completed plans, and faculty meeting records
New Student Orientation	Introduces students to program expectations, policies, resources, professional obligations, and available sources of support	Orientation agendas, presentations, handouts, Canvas materials, communications, and attendance or completion records
Individualized faculty advising	Provides students with guidance and assistance in understanding program requirements, progressing through the program, and addressing individual questions or concerns	Advising procedures, advising records, faculty-student communications, and program-progression documentation
Faculty and staff review of program practices and student experiences	Provides an opportunity to examine the learning environment and identify needed program improvements	Annual program assessment reports, relevant student feedback, and program meeting minutes

Documentation and Evidence: Current and potential evidence includes representative syllabi, required readings, assignments, CNS 588 instructional materials, guest-speaker communications, professional-development records, New Student Orientation materials, advising procedures, Professional Performance Review documentation, revised Support Plan and remediation materials, and relevant program meeting minutes, including the February 18, 2026 meeting notes.

Program Improvement Possibilities across CMHC-R, CMHC-D, and MCFC-R:

- Documentation including available communications and records related to activities. Only those for which the program can establish student participation and relevance to the learning community should be included as evidence.
- Review the Student Satisfaction Survey and other available student-feedback sources to determine whether they adequately assess students' experiences of inclusion, equity, support, and respect for individual differences. If existing measures are insufficient, appropriate questions will be added.
- Possibly create PT Faculty Survey regarding input across standards and/or include as meeting agenda item (i.e., Part-Time Faculty Counseling Practicum & Internship Meeting)
- Review the resulting information during annual program assessment and document identified strengths, differences among programs or delivery types, concerns, and resulting program decisions.

Standard 1.L. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

The Counseling programs communicate and provide opportunities for students to participate in professional counseling organizations and activities that contribute to their personal and professional growth. Membership in a professional counseling organization is required during practicum and internship. Faculty also communicate opportunities for students to attend professional conferences, participate in professional organizations, present with faculty and staff, and engage in seminars, workshops, service, advocacy, and other professional-development activities.

The Department of Counseling and Student Affairs sponsors an ongoing professional-development workshop series. Faculty recruit qualified presenters, communicate workshop opportunities to students, and incorporate selected workshops into course learning activities when appropriate. Workshops are offered in person or through live Zoom delivery and address a range of counseling topics, populations, and professional-practice issues. Current and previous offerings are documented through the [WKU Counseling and Student Affairs Professional Development Workshop Series](#) and [Past Counseling and Student Affairs Workshops](#). Students also participate in conferences and activities associated with professional organizations, including the Kentucky Counseling Association and the North American Society of Adlerian Psychology. Opportunities include conference attendance, presentations with faculty or staff, and other forms of professional involvement. These activities allow both residential and digital students to interact with counseling professionals, strengthen their professional identities, and extend their learning beyond required coursework.

Community-engaged activities with faculty provide additional opportunities for professional participation and growth. Program notes identify graduate counseling students' assistance with the For Real Change summer program and student involvement in the Mental Health Drum Circle/"Be Well Brother" initiative. Other community collaborations involving students assisting

and supporting faculty included Jonesville Academy, the Child Advocacy Center, and public-library mental-health events.

Documentation and Evidence: Current and potential evidence includes the Counseling Student Handbook and course requirements addressing professional-organization membership; communications informing students about conferences, workshops, and professional activities; workshop registration and attendance records; conference programs identifying student presenters; evidence of student leadership, committee work, volunteer service, and community participation; and materials from program-sponsored professional-development activities.

Program Improvement Possibilities across CMHC-R, CMHC-D, and MCFC-R:

- Establish consistent annual process for documenting student recruitment and participation in professional counseling organizations, conferences, workshops, presentations, leadership, committee work, service, advocacy, and community-based professional activities. Dr. Sauerheber will request that CPD includes a demographic listing of each counseling concentration within the registration form; and to track attendance thereafter. (REQUEST MADE 09.24.2026)
- Dr. Sauerheber will assign her Graduate Assistants the task of searching and creating a table that includes all possible WKU funding sources for student travel and professional development. (REQUEST MADE 09.24.2026)
- Use findings to identify participation patterns and determine whether additional communication, accessible opportunities, or other supports are needed to strengthen student engagement.

SECTION 2: ACADEMIC QUALITY

PROGRAM MISSION AND OBJECTIVES

A. PROGRAM MISSION

The counselor education program has a mission statement that:

1. defines and outlines the fundamental purpose of the program;
2. reflects input from persons involved in the conduct of the program: counselor education program faculty, current and former students, and community partners;
3. reflects counseling practice in a diverse, multicultural, and global society with marginalized populations; and
4. is on the program website in a location accessible to the public.

B. PROGRAM OBJECTIVES

The program objectives:

1. reflect current knowledge and projected needs concerning counseling practice in a diverse, multicultural, and global society with marginalized populations;
2. reflect input from persons involved in the conduct of the program: counselor education program faculty, current and former students, and community partners;
3. are written in measurable terms so they can be evaluated; and
4. are on the program website in a location accessible to the public

As noted in the recent and previous report (April 2026), Counseling Faculty/Staff (F/S) met on

February 24, 2026 to discuss these standards. Counseling F/S agree to maintain current mission and objectives.

INDIVIDUAL STUDENT ASSESSMENT

C. Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.

1. The counselor education program faculty systematically assess each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes the following: a) key performance indicators in each of the eight foundational curricular areas and each CACREP specialized practice area (~~for doctoral programs, each of the five doctoral curriculum areas~~); b) minimum performance expectations for each of the key performance indicators; c) measurement of each key performance indicator must be conducted (1) using multiple measures and (2) across multiple points in time; d) for a minimum of one KPI, one measurement must be taken during fieldwork; and e) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.

The Counseling programs developed KPIs aligned with the eight foundational curricular areas and the CMHC and MCFC specialized practice areas under the 2024 CACREP Standards. Each KPI is being mapped to multiple measures administered at multiple points in students' programs of study. At least one KPI measurement will occur during practicum or internship. Minimum performance expectations and procedures for using individual student KPI results in retention, remediation, and dismissal decisions are also being incorporated into the program's student-assessment process.

The College of Education and Behavioral Sciences is developing a database for the 2024 CACREP KPIs. The database is intended to permit faculty to enter KPI results and allow the program to track each student's performance across measures and points in time. Until the database is operational, the program will continue to use available manual tracking procedures and retain course-level KPI results.

During the 2025–2026 annual program assessment meeting, faculty reviewed the manually maintained KPI data-collection documents developed under the 2016 CACREP Standards. During that review, Dr. Sauerheber identified courses in which every student received a perfect score on the reported KPI measure. She asked faculty to examine whether the related assignments, rubrics, and scoring procedures adequately distinguish levels of student knowledge and skill and produce meaningful evidence of individual student learning.

Faculty discussion affirmed the Department's shared commitment to student learning, experiential development, and skill acquisition. Faculty noted that students may be permitted to revise or repeat assignments as part of a developmental approach to achieving mastery. In reviewing courses in which all students received the highest possible KPI score, faculty recognized the value of considering how reassessment practices, rubrics, and recorded scores represent both student mastery and differences in performance. Continued review will help

ensure that KPI results provide meaningful evidence of student learning while preserving opportunities for feedback, revision, and skill development.

The concern therefore remains an assessment issue requiring program-level review. CACREP requires KPI measures to accurately and specifically assess the identified knowledge or skill and requires individual results to support decisions concerning student progress, retention, remediation, and dismissal. KPI results that do not differentiate performance may limit the program's ability to identify students who have not met minimum expectations or to demonstrate changes in student performance across multiple points in time.

Documentation and Evidence: Until the college database is created, data will be tracked in the *2024 Standards Key Performance Indicator Data Collection Over Time* document.

Improvement Possibilities:

- College KPI Data system is created by November 1, 2026; faculty begin adding/maintaining KPI scores in this data system thereafter.
- Documentation should identify courses in which KPI results demonstrate little or no variation so that the program's response to those patterns can be established.
- Review KPI measures and scoring procedures in courses producing uniformly perfect or otherwise non-differentiated results. The review will determine whether each measure and rubric adequately distinguish levels of student knowledge and skill and whether minimum performance expectations are clearly defined.
 - Faculty will also establish a consistent procedure for recording KPI results when students are permitted to revise or repeat an assignment, including whether the program will retain the initial score, the score following reassessment, or both.
- Once the College database is operational, faculty will enter and review individual student KPI data across measures and points in time and use those results in accordance with the program's retention, remediation, and dismissal procedures.

2. The counselor education program faculty systematically assess each student's professional dispositions throughout the program. The assessment process includes the following: a) identify and define professional dispositions to be assessed; b) measurement of student professional dispositions over multiple points in time; and c) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.

The [Counseling Student Handbook](#) outlines the professional dispositions, including definitions expected of counseling students, and the process of Professional Performance Reviews (PPRs) (conducted twice across the academic year). As mentioned in the previous report, during a faculty/staff meeting held on March 25, 2026, the PPR criteria were edited, revised and updated to meet trends in student concern and need for support and clarity around expectations. Data from last year's PPRs was included in that report and is also included below.

	1. Respects divergent points of view	2. Awareness of diversity and non-discrimination	3. Academic performance(in both face-to-face and digital platforms)	4. Appropriate in-class behavior (in both face-to-face and digital platforms)	5. Collaboration; contribution to positive environment (in both face-to-face and digital platforms)	6. Reflective practice and personal responsibility including ability to receive and integrate feedback	7. Personal, interpersonal & professional growth	8. Engagement in digitally delivered courses and programs	9. Ethical and legal compliance (per respective profession)	10. Fit for the Profession	TOTAL Average
2026 Spring CMHC R	3.3	3.4	3.3	3	3.4	3.3	3	3.38	3	3	3.3
2026 Spring CMHC D	3.3	3.3	3.3	3	3.3	3.3	3	3.3	3	3	3.3
2026 Spring MCFC	3.8	3.7	3.6	4	3.7	3.6	4	3.6	4	4	3.65
2026 Spring Jump	3.7	3.7	3.7	4	3.7	3.7	4	3.67	4	4	3.66
2025 Fall CMHC R	3.37	3.35	3.3	3.3	3.3	3.3	3.3	3.35	3.35	3.4	3.4
2025 Fall CMHC D	3.13	3.13	3.13	3.06	3.06	3.06	3.07	3.07	3.13	3.13	3.1
2025 Fall MCFC	3.3	3.3	3.3	3.23	3.3	3.23	3.31	3.31	3.3	3.3	3.3
2025 Fall JUMP	3	3	3	3	3	3	3	3	3	3	3
2025, Spring JUMP	3.16	3.166	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
2025, Spring, MCFC	3.417	3.416	3.4	3.3	3.3	3.3	3.3	3.3	3.4	3.4	3.4
2025, Spring, CMHC	3.274	3.258	3.2	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
2024, Fall, MCFC	3.64	3.64	3.45	3.64	3.55	3.55	3.55	3.55	3.45	3.64	3.56
2024, Fall CMHC	3.77	3.73	3.59	3.67	3.70	3.69	3.64	3.66	3.66	3.74	3.68

The Counseling programs use the Professional Performance Review process to assess each student's professional dispositions throughout the program. The professional dispositions are represented by the 10 Professional Performance Criteria identified and defined in the Counseling Student Handbook and the Professional Performance Review form. These criteria address the professional behaviors, characteristics, values, and interpersonal capacities expected of counselors-in-training and are informed by the ethical responsibilities of the counseling profession, including the *ACA Code of Ethics*.

Counseling faculty and staff conduct Professional Performance Reviews twice during each academic year. Because reviews occur throughout students' enrollment, the process provides multiple assessments across different academic terms and stages of professional development. Faculty consider students' professional performance in academic, interpersonal, and clinical contexts, as applicable to the student's point in the program.

Assessment may draw from direct observations; course and clinical evaluations; written, recorded, or demonstrated work; attendance and participation records; communications; consultation with core and affiliate faculty, staff, faculty supervisors, and site supervisors; and documented reports from persons with firsthand knowledge. Faculty distinguish observed facts

from interpretation and consider the reliability, specificity, relevance, context, seriousness, frequency, pattern, developmental timing, and professional impact of the information. Following each review, students receive individualized written feedback concerning their professional performance. When concerns are identified, faculty may provide developmental feedback, initiate a Support Plan, or implement remediation procedures, depending on the nature and seriousness of the concern. Often this includes a faculty member hosting monthly or bi-monthly meeting with students as “check-in” experiences. Faculty/staff have found this practice to be helpful for all involved. Individual student disposition data and related documentation may be considered in decisions regarding continued enrollment, retention, remediation, and dismissal in accordance with the procedures described in the Counseling Student Handbook.

The Department revised its support and remediation materials during 2025–2026 to emphasize a developmental and supportive approach while maintaining the program’s ethical and professional gatekeeping responsibilities. The revised process is intended to communicate concerns clearly, identify expected changes, provide appropriate support and resources, establish a process for monitoring progress, and document outcomes.

Documentation and Evidence: Evidence includes the Counseling Student Handbook definitions of the professional dispositions and 10 Professional Performance Criteria; the Professional Performance Review form; completed PPR records; individualized written feedback provided to students; Support Plans and remediation records; and redacted program records demonstrating faculty review of individual student disposition information for retention, remediation, and dismissal. The program maintains a disposition assessment table that includes identification of the 10 Professional Performance Criteria, examples and definition, points at which it is assessed, and the minimum performance expectation for each student.

3. The counselor education program has a systematic process in place for communicating feedback to students on their individual assessments of knowledge, skills, and professional dispositions.

After each Professional Performance Review, the Department emails each student individualized feedback.

PROGRAM EFFECTIVENESS

D. CONTINUOUS AND SYSTEMATIC IMPROVEMENT OF THE PROGRAM

The counselor education program has a written comprehensive evaluation plan for systematically evaluating, monitoring, and reporting achievement of program objectives on an annual basis. The plan includes:

- 1. academic quality indicators aligned with program objectives;**
- 2. minimum thresholds for academic quality indicators, as determined by counselor education program faculty;**
- 3. the data that will be collected;**
- 4. a procedure for how and when data will be collected;**
- 5. a method for how and when data will be reviewed or analyzed;**
- 6. a process for addressing unmet minimum thresholds;**
- 7. a procedure for identifying and analyzing trends in the data across multiple years; and**

8. an explanation for how data will be used for curriculum and program improvement.

The faculty/staff discussed the term, minimum thresholds. We believe this term is associated with at a grade B, as well as “meet requirements” on any given assessment and/or evaluation.

E. ACADEMIC QUALITY INDICATORS

At minimum, programs must collect and analyze the following data annually as part of their comprehensive evaluation process

1. Aggregate Assessment of Student Success:

The program provides trend analysis of student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for:

a) all key performance indicators for entry-level programs for which data were collected that year

During the AY2026, the program was still in the process of updating the curriculum to the 2024 CACREP Standards. KPIs and Key Performances (from the previous CACREP Standards) were collected and maintained in the *2016 Standards Key Performance Indicator Data Collection Over Time* spreadsheet and in the *2016 Standards Key Performance Indicator Data Collection Over Time* spreadsheet.

~~b) (if applicable) all key performance indicators for doctoral programs for which data were collected that year~~

c) professional dispositions for entry-level students, and ~~d) (if applicable) professional dispositions for doctoral students.~~

The Department maintains a *PPR Statistics Over Time* spreadsheet that includes average scores across each of the 10 criteria and across pathways as outlined in the table below.

	1. Respects divergent points of view	2. Awareness of diversity and non-discrimination	3. Academic performance(in both face-to-face and digital platforms)	4. Appropriate in-class behavior (in both face-to-face and digital platforms)	5. Collaboration; contribution to positive environment (in both face-to-face and digital)	6. Reflective practice and personal responsibility including ability to receive and	7. Personal, interpersonal & professional growth	8. Engagement in digitally delivered courses and programs	9. Ethical and legal compliance (per respective profession)	10. Fit for the Profession	TOTAL Average
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2026 Spring MCFC	3.8	3.7	3.6	4	3.7	3.6	4	3.6	4	4	3.65
2026 Spring Jump	3.7	3.7	3.7	4	3.7	3.7	4	3.67	4	4	3.66

2. Graduate Outcomes:

The program analyzes graduate outcomes and reports in aggregate, by program delivery type and CACREP specialized practice area, the achievement of minimum thresholds determined by the program for each of the following: a) pass rates on credentialing examinations,

No new data has been collected since the last report.

b) degree completion rates,

Program	Spring 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Spring 2026	Total
CMHC-D	15	15	1	1	24	22	78
CMHC-R	19	15	1	1	21	19	76
MCFC	2	1	0	0	4	1	8
Total	36	31	2	2	49	42	162

Enrollment per those terms is as follows:

Program	Spring 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Spring 2026
CMHC-D	29	37	25	33	40	39
CMHC-R	24	23	16	30	22	26
MCFC	6	10	7	11	12	14
Total	59	70	48	74	74	79

Because of its smaller nature, the counseling program tracks student enrollment also informally, yet closely. In this semester, for example, 2 students unenrolled due to personal reasons. One student, however, returned from taking a year long break.

and c) employment and doctoral admission rates.

No new data has been collected since the last report.

3. Diverse Learning Community: CACREP is temporarily suspending this standard. You will not be required to report on this standard and no compliance citations will be issued for this standard. As part of identifying underrepresented populations and the continuous and systematic efforts to recruit, enroll, and retain a diverse group of students and faculty, the counselor education program analyzes, by program delivery type and CACREP specialized practice area, demographic data with regard to: a) Students: 1) applicants, 2) enrolled students, and 3) degree completion rates. b) Full-Time Faculty: 1) (if applicable) applicants for open faculty positions, 2) employed faculty, and 3) retention rates.

4. Fieldwork: The program reports in aggregate the achievement of minimum thresholds for student placement rates at practicum and internship sites.

Per CACREP SECTION 4: PROFESSIONAL PRACTICE, A. *The counselor education program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their CACREP specialized practice areas.* As Director of Professional Practice, Bethany Johnson coordinates the following activities that meet this accreditation requirement:

- **Practicum Orientation** – Provides guidance on selecting fieldwork sites and accessing previously approved placements.
- **Practicum, Internship, and Job Fair** – Facilitates student connections with prospective sites.
- **Open Office Hours** – Offers individualized support for site selection and questions regarding the practicum and internship process.

This information is tracked in the *CACREP 2E4 Academic Quality Indicators Fieldwork* spreadsheet.

F. COMMUNITY PARTNER ENGAGEMENT AND ACCOUNTABILITY

The purpose of community partner engagement is to solicit and use feedback from parties outside of the counselor education program faculty who are knowledgeable about the counseling profession and the communities the program serves.

1. The program collects and analyzes systematic follow-up studies to analyze the extent to which the program is achieving its program objectives by collecting data from community partners that include: a) graduates, b) fieldwork site supervisors, and c) employers of program graduates.

No new data has been collected since the last report.

a) Graduates through *CMHC MCFC Alumni Satisfaction Survey 2026 Spring*

No new data has been collected since the last report.

a) Graduates through *CNS Student Satisfaction Exit Survey 2026 Spring*

No new data has been collected since the last report.

b) fieldwork site supervisors, and c) employers of program graduates

No new data has been collected since the last report.

2. The counselor education program solicits feedback from a designated advisory committee regarding proposed curriculum modification and program improvement. The advisory committee comprises representatives from the program and community partners with diverse identities and perspectives.

The last Department's Advisory Council meeting was held on October 20, 2025. So that the Council can discuss a year in review, as well as this 2026 Fall report, the next meeting is scheduled for the spring of 2027 of which it will reoccur every spring. During this Program Assessment meeting, faculty requested that the following be included in the agenda:

- Information about any new practices, resources (texts, articles, research) that counselors in training might benefit from
- Recovery and reentry processes in in-patient mental health and addiction facilitates
- "Who patients are" as it relates to mental health and what council members, in their own disciplines may need in terms of how we can prepare our students to meet client and population needs

3. Counselor education program faculty create an annual report for entry and doctoral (if applicable) levels that includes: a) a summary of the program evaluation results, including achievement of academic quality indicators; b) subsequent curriculum modifications and program improvement informed by program evaluation; and c) any other significant program changes.

This document serves as the annual report.

4. The annual report is published on the program website in a location accessible to the public.

Annual reports are housed on the Department's website, under the tab "About Us," Program Evaluation.