



College of Arts & Sciences
Professional Counseling

Webster University, a worldwide institution, ensures high quality learning experiences that transform students for global citizenship and individual excellence.

Master of Arts in Clinical
Mental Health Counseling

Department of Professional
Counseling

College of Arts & Sciences

Assessment Report AY
2015-2016

*Molly Stehn, Director of
Assessment*

*(314) 246-8646
mollystehn05@webster.edu*



Department of Professional Counseling
M.A. Counseling w/emphasis in Clinical Mental Health Counseling
Webster University
AY 2015-2016

In brief:

Students are performing satisfactorily in the program, and the program is meeting all of its outcomes as evidenced by the results of this report.

Recommendations and proposed changes as a result of this report:

- We have decided to add another measure to our assessment plan for the SLO concerned with ethical practice, effective in the 2016-17 academic year.
- The department recently added a new course requirement to the 2017-18 catalog, and was approved by graduate council. Beginning in that catalog year, students will be required to take an additional course devoted to developing their clinical counseling skills before they are allowed to begin their field placement. Quantitative evidence of results on this change will not be available until that academic year.
- We have created means for data collection on measure 2 effective 2016-17, and we expect that we will be in a better position to assess our student learning outcomes with additional data next year. Our department is also in the midst of conducting a curriculum review, and have made changes to the COUN 5220 Assessment course, including a new textbook, and new assessments for students to practice with. Additionally, because our program is still in somewhat of a transitional phase at the moment, it is likely that there were still a significant number of students who did not take COUN 5220 Assessment prior to or during practicum, which is the current recommended course sequence. Therefore, we expect scores to improve in the next round of data collection.
- While students appear to be performing at or near the department's expectations on their clinical skills, we would like to see higher scores on these areas, especially on the PSE (measure 1). We are hopeful that our newly required course (COUN 5610 Techniques of Counseling) will help to improve our students' ability to apply counseling theory and evidence-based research to their practice of mental health counseling, though this data will not begin to be available until fall 2018 because the new requirement will take effect in the 2017-18 academic year.
- We will begin assessing our learning outcome specific to the clinical mental health specialty more thoroughly in the 2016-17 academic year, as we will be using additional measures starting this year. The department is conducting a curriculum review, and will determine additional ways that the COUN 5150 Psychopathology course might be improved, as this course is the primary means of teaching this material to students.

Aggregate student assessment data

Student Learning Outcomes

1. Apply ethical and legal standards, as well as knowledge of public mental health policy, financing, and regulatory processes, to mental health counseling. (CACREP 2016 2.F.1.)

Measure	Administration	Result
The items under section IV of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200	2.17 (0-3 Likert)
Item IV.12. of the PSE "Demonstrates adherence to ACA Code of Ethics"	COUN 6100 and 6200	2.31 (0-3 Likert)
The items under section IV of the Professional Skills Evaluation (PSE)	COUN 6500	2.37 (0-3 Likert)
Item IV.12. of the PSE "Demonstrates adherence to ACA Code of Ethics"	COUN 6500	2.44 (0-3 Likert)
Item #7 of the department's annual site supervisor survey: "How confident are you in Webster counseling students' ability to make ethical decisions related to counseling?"	Summer 2016 site supervisor survey (n=26)	3.53 (1-4 Likert)

Analysis and Actions	
Indicate what you determined about student learning of the outcome from the results of the measure.	Students are performing at or above expectations on this objective.
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	In addition to our COUN 5800 course which is dedicated to this SLO, the Department of Professional Counseling infuses topics on counseling ethics in every course in our curriculum. Therefore, we are unlikely to make substantive changes regarding our approach to this objective. However, we have also decided to add another measure to our assessment plan for this objective, effective in the 2016-17 academic year.
Indicate how you will communicate results and actions to faculty and students.	We will discuss this in a faculty meeting, and after the department has finalized our decisions we will publish our final assessment report - complete with action steps - on our department website.

2. Implement mental health counseling principles and practices associated with education,

prevention, consultation, and intervention. (CACREP 2016 2.F.5., 2.F.6.)

Measure	Administration	Result
The items under section III of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200	2.18 (0-3 Likert)
The items under section III of the Professional Skills Evaluation (PSE)	COUN 6500	2.38 (0-3 Likert)
Item #2 and 3 of the department's annual site supervisor survey: "How well do Webster counseling students demonstrate their understanding of basic counseling skills?" and "How well do Webster counseling students demonstrate their understanding of counseling interventions?" respectively.	Summer 2016 site supervisor survey (n=16)	Item 2 = 3.47 Item 3 = 3.4 (1-4 Likert)

Analysis and Actions	
Indicate what you determined about student learning of the outcome from the results of the measure.	Students are performing at or above expectations on this objective.
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	The department recently added a new course requirement to the 2017-18 catalog, and was approved by graduate council. Beginning in that catalog year, students will be required to take an additional course devoted to developing their clinical counseling skills before they are allowed to begin their field placement. Results on this change will not be available until that academic year.
Indicate how you will communicate results and actions to faculty and students.	We will discuss this in a faculty meeting, and after the department has finalized our decisions we will publish our final assessment report - complete with action steps - on our department website.

3. Describe how living in a multicultural society impacts clients and apply effective advocacy strategies to enhance mental health services (CACREP 2016 2.F.2.)

Measure	Administration	Result
<p>PSE scores for the following items:</p> <p>III.1 Demonstrates awareness of own belief system, values, needs, and biases</p> <p>III. 2. Demonstrates awareness of own cultural, ethnic, racial identity</p> <p>III.3 Respects cultural, individual and role differences, including but not limited to those related to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and SEC status.</p>	COUN 5100	<p>III.1. = 2.12</p> <p>III. 2. = 2.15</p> <p>III. 3. = 2.17</p> <p>(0-3 Likert)</p>
<p>PSE scores for the following items:*</p> <p>III.1 Demonstrates awareness of own belief system, values, needs, and biases</p> <p>III. 2. Demonstrates awareness of own cultural, ethnic, racial identity</p> <p>III.3 Respects cultural, individual and role differences, including but not limited to those related to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and SEC status. COUN 6100 and COUN 6200</p>	COUN 6100 and 6200	<p>III.1. = 2.29</p> <p>III. 2. = 2.30</p> <p>III. 3. = 2.33</p> <p>(0-3 Likert)</p>
<p>PSE scores for the following items:*</p> <p>III.1 Demonstrates awareness of own belief system, values, needs, and biases</p> <p>III. 2. Demonstrates awareness of own cultural, ethnic, racial identity</p> <p>III.3 Respects cultural, individual and role differences, including but not limited to those related to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and SEC status. COUN 6500</p>	COUN 6500	<p>III.1. = 2.50</p> <p>III. 2. = 2.53</p> <p>III. 3. = 2.53</p> <p>(0-3 Likert)</p>

**While the items in measure 1 and measure 2 are the same, I have chosen to break these out into separate measures because students are first exposed to multicultural competency in COUN 5100, and, after repeated exposure to these concepts throughout our curriculum, they apply their knowledge in practicum (COUN 6100 and COUN 6200) and internship (COUN 6500). Therefore, I used 2 measures for this instead of one because I wanted to be able to demonstrate students' growth on this crucial SLO over time.*

Analysis and Actions	
Indicate what you determined about student learning of the outcome from the results of the measure.	Students are performing at or above expectations on this objective, and the upward trajectory of their scores between COUN 5100 and COUN 6500 clearly demonstrates that our program and curriculum are working as intended in this area.
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	The department will keep doing what we do, which is to require COUN 5100 Social and Cultural Foundations (a rigorous and challenging course devoted to multicultural competency) early in students' program of study, present challenging ideas, and provide feedback to students on this issue in a way that is empathic and encourages students to be open and self-reflective on this issue rather than defensive.
Indicate how you will communicate results and actions to faculty and students.	We will discuss this in a faculty meeting, and after the department has finalized our decisions we will publish our final assessment report - complete with action steps - on our department website.

4. Employ various assessment techniques associated with professional mental health counseling to appropriately intervene in meeting the needs of diverse clients. (CACREP 2016 2.F.4, 2.F.7)

Measure	Administration	Result
Item V.3. of the Professional Skills Evaluation (PSE), which asks how well a student "Demonstrates ability to measure outcomes based on theory."	COUN 6100 and 6200	2.05 (0-3 Likert)
Item V.3. of the Professional Skills Evaluation (PSE), which asks how well a student "Demonstrates ability to measure outcomes based on theory."	COUN 6500	2.25 (0-3 Likert)

Analysis and Actions	
Indicate what you determined about student learning of the outcome from the results of the measure.	Students perform at a marginally satisfactory level on this outcome by the time they reach practicum (COUN 6100-6200), but perform to the program's expectations by the time they reach internship (COUN 6500)
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	We have created means for data collection on measure 2 effective 2016-17, and we expect that we will be in a better position to assess this SLO with additional data next year. Our department is also in the midst of conducting a curriculum review, and have made changes to the COUN 5220 Assessment course, including a new textbook, and new assessments for students to practice with. Additionally, because our program is still in somewhat of a transitional phase at the moment, it is likely that there were still a significant number of students who did not take COUN 5220 Assessment prior to or during practicum, which is the current recommended course sequence. Therefore, it is logical that PSE scores on item V.3. were lower for students in their practicum as opposed to those of more advanced standing who were more likely to have taken that course.
Indicate how you will communicate results and actions to faculty and students.	We will discuss this in a faculty meeting, and after the department has finalized our decisions we will publish our final assessment report - complete with action steps - on our department website

5. Apply evidence-based research literature associated with professional mental health counseling to meet the needs of clients living in a diverse society. (CACREP 2016 2.F.3, 2.F.5, 2.F.6. 2.F.8.)

Measure	Administration	Result
All items of section V. of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200	2.11 (0-3 Likert)
All items of section V. of the Professional Skills Evaluation (PSE)	COUN 6500	2.28 (0-3 Likert)
Items #2 and 3 of the department's annual site supervisor survey: "How well do Webster counseling students demonstrate their understanding of basic counseling skills?" and "How well do Webster counseling students demonstrate their understanding of counseling interventions?" respectively.	Summer 2016 site supervisor survey (n=16)	Item 2 = 3.47 Item 3 = 3.4 (1-4 Likert)

Analysis and Actions	
Indicate what you determined about student learning of the outcome from the results of the measure.	Students are performing at or near the department's expectations on this outcome.
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	While students appear to be performing at or near the department's expectations, we would like to see higher scores on these areas, especially on the PSE (measure 1). We are hopeful that our newly required course (COUN 5610 Techniques of Counseling) will help to improve our students' ability to apply counseling theory and evidence-based research to their practice of mental health counseling, though this data will not begin to be available until fall 2018 because the new requirement will take effect in the 2017-18 academic year.
Indicate how you will communicate results and actions to faculty and students.	We will discuss this in a faculty meeting, and after the department has finalized our decisions we will publish our final assessment report - complete with action steps - on our department website.

6. Implement diagnostic tools appropriate for mental health counseling professionals to diagnosis disorders in diverse clients. (CACREP 2009 CMHC specialty; CACREP 2016 CHMC specialty)

Measure	Administration	Result
Item IV.5. of the Professional Skills Evaluation (PSE), which asks how well a student "Demonstrates understanding of the DSM and clinical application."	COUN 6100 and 6200	2.13 (0-3 Likert)
Item IV.5. of the Professional Skills Evaluation (PSE), which asks how well a student "Demonstrates understanding of the DSM and clinical application."	COUN 6500	2.23 (0-3 Likert)

Analysis and Actions	
Indicate what you determined about student learning of the outcome from the results of the measure.	Students are satisfactorily meeting this SLO, though there may be room for improvement in this area.
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	We will begin assessing this SLO more thoroughly in the 2016-17 academic year, as we will be using additional measures starting this year. The department is conducting a curriculum review, and will determine additional ways that the COUN 5150 Psychopathology course might be improved, as this course is the primary means of teaching this material to students.
Indicate how you will communicate results and actions to faculty and students.	We will discuss this in a faculty meeting, and after the department has finalized our decisions we will publish our final assessment report - complete with action steps - on our department website.

Demographic characteristics of applicants, students and graduates

276 total students enrolled in CHMC program

Gender:

Female	230
Male	46

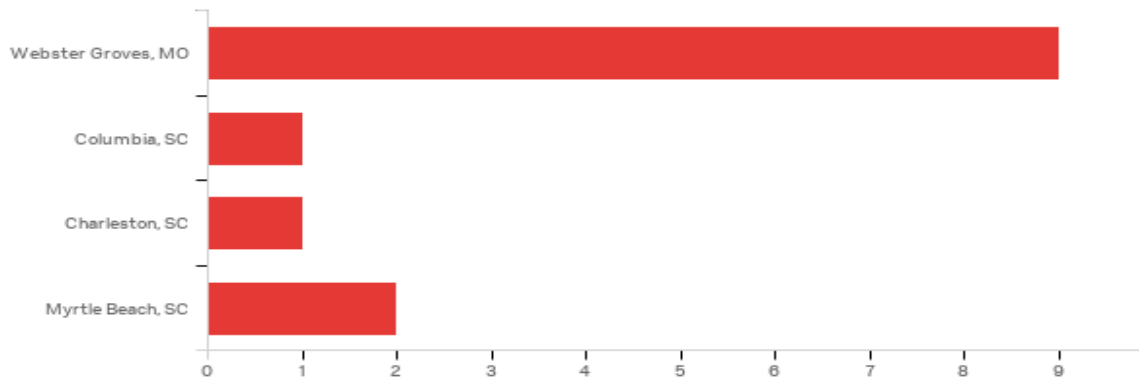
Race, ethnicity

African-American	192
American Indian	4
Asian/Pacific Islander	0
Hispanic	6
Unknown	10
White, non-Hispanic	59

Systematic follow-up studies

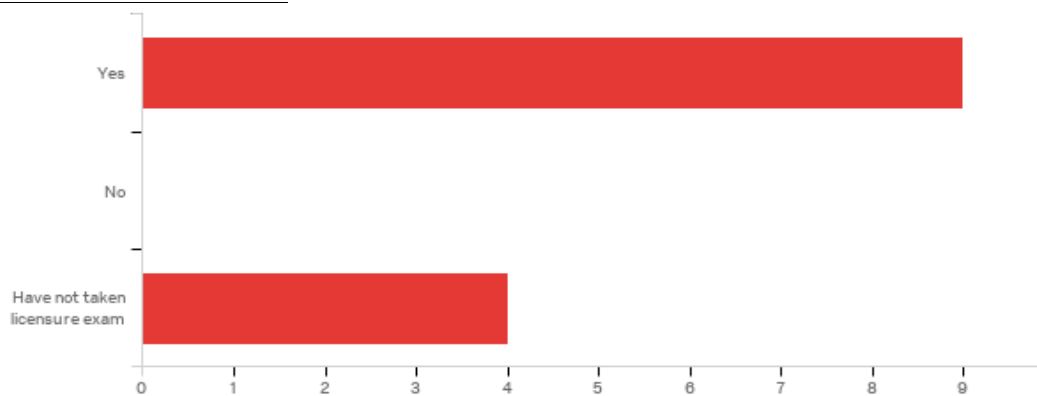
Graduates: Alumni of CMHC program at WEBG, CHAR, COLM, & MYRT who had graduated from summer 2015–spring 2016 (N=42, of which 11 responded)

Campuses represented.



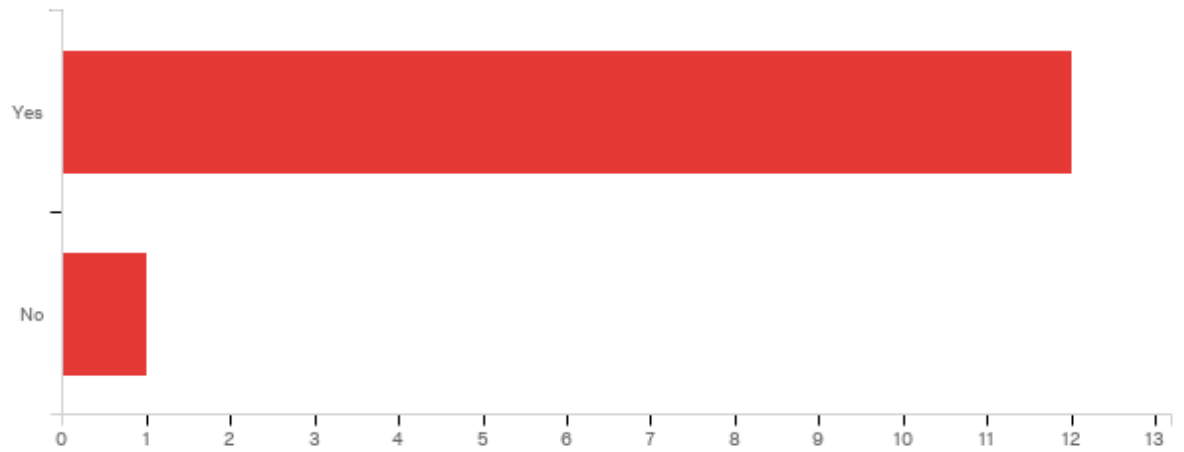
Webster Groves, MO	72.73%	8
Columbia, SC	9.09%	1
Charleston, SC	0.00%	0
Myrtle Beach, SC	18.18%	2
Total	100%	11

Licensure exam results.



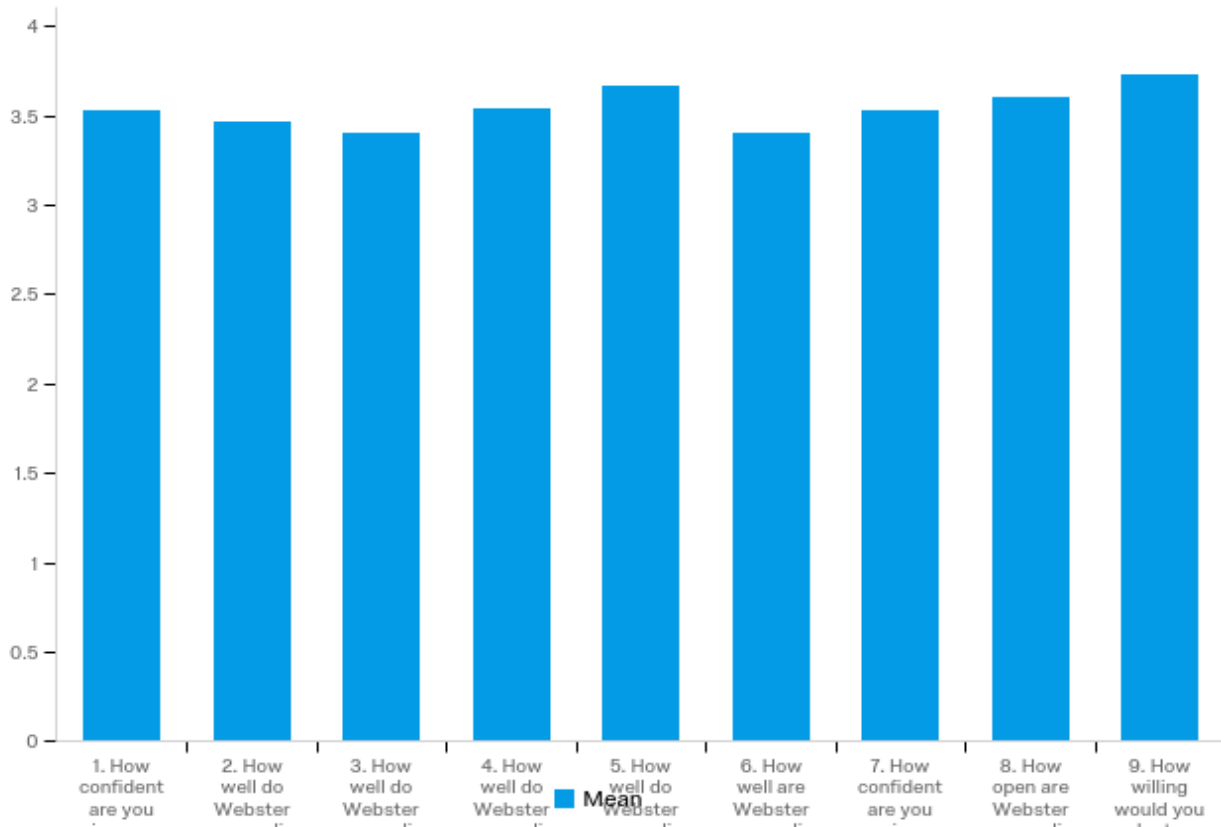
Yes	72.73%	8
No	0.00%	0
Have not taken licensure exam	27.27%	3
Total	100%	11

Employment status (working at least 30 hours per week):



Yes	90.91%	10
No	9.09%	1
Total	100%	11

Site supervisors. Supervisors are surveyed at the annual site supervisor orientation (N=16; CHAR=9, COLM=7)



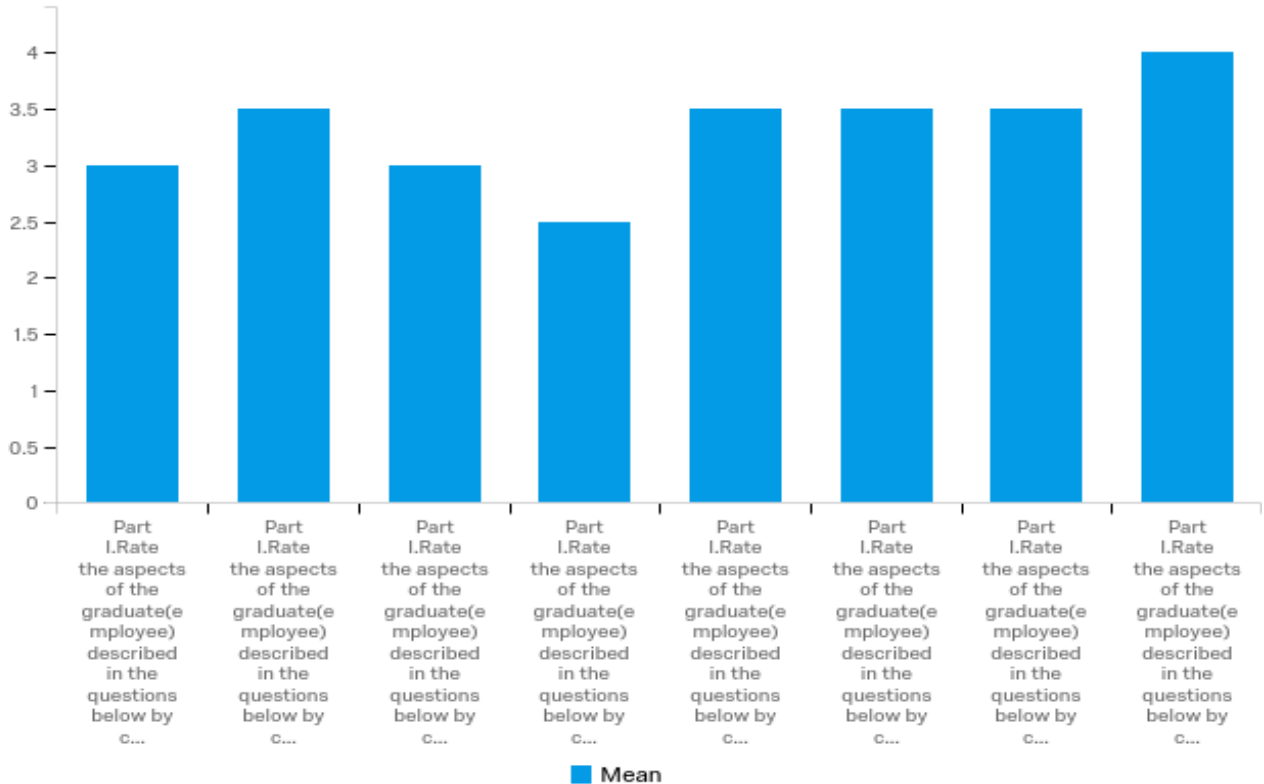
1. How confident are you in your Webster supervisees' general understanding of counseling theories?	3.53
2. How well do Webster counseling students demonstrate their understanding of basic counseling skills?	3.47
3. How well do Webster counseling students demonstrate their understanding of counseling interventions?	3.4
4. How well do Webster counseling students perform required academic and clinical writing tasks?	3.54
5. How well do Webster counseling students demonstrate their ability to effectively communicate orally to colleagues, supervisor(s), and other staff members?	3.67
6. How well are Webster counseling students prepared for practicum and/or internship placement in your clinical setting?	3.4
7. How confident are you in Webster counseling students' ability to make ethical decisions related to counseling?	3.53
8. How open are Webster counseling students to supervision and constructive criticism?	3.6
9. How willing would you be to supervise another student from the Department of Professional Counseling at Webster University?	3.73

Department faculty reviewed responses to qualitative questions, but declines to publish these responses publicly, as some comments may be sensitive in nature

Employers of graduates

- 8 of the 11 alumni provided employer contact information; employers were sent a personalized e-mail as a means of encouraging a higher response rate.
- Unfortunately only 2 employers responded; therefore, there is not enough data to generalize

Campuses represented: CHAR=1, COLM=1



1. How confident are you in the graduate's general understanding of counseling theories?	3
2. How well does the graduate demonstrate his/her understanding of basic counseling skills?	3.5
3. How well does the graduate demonstrate his/her understanding of counseling interventions?	3
4. How well does the graduate perform the required academic and clinical writing tasks?	2.5
5. How well does the graduate demonstrate his/her ability to effectively communicate orally to colleagues, supervisor(s), and other staff members?	3.5
6. How well was the graduate prepared for employment in your work setting?	3.5
7. How confident are you in the graduate's ability to make ethical decisions related to counseling?	3.5
8. How confident would you feel in hiring another graduate from the Department of Professional Counseling at Webster University?	4

Department reactions and recommendations as a result of this report:

- We have received some feedback that our students need to be better prepared with clinical paperwork prior to starting field experience. To determine the extent to which this is true, we have sent out a survey to our site supervisors. If this turns out to be true, we'll need to take another look at our curriculum.
- It would be helpful to have our curriculum/program reviews in coordination (date-wise) with the university's internal assessment periods.
- Discussed results and faculty reflected on how they would incorporate in the program. Clinical team will also discuss at an upcoming meeting.
- For next year, might need to revise the language of department learning outcomes to explicitly reflect all 8 core areas plus the clinical mental health specialty.
- Looking at demographics can help us understand our students' needs. The majority in our student body is African-American.
- As a department, it's important for us to think about what other data we feel we should be collecting, but for this report, we will use the data provided by the Office of Institutional Effectiveness. Next year we anticipate our first batch of data from the key performance indicators
- Another take-away from reviewing this information is all campuses trying to increase participation by gathering personal emails before students graduate
- Have we decided how often we will reach out to our alumni? Consider surveying our alumni 2 years after graduation.