

Department of Professional Counseling
M.A. Counseling w/emphasis in Clinical Mental Health Counseling
Charleston, Columbia, and Myrtle Beach, SC
Webster University
AY 2016-2017

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:

- The department will continue to monitor NCE scores for the next two years to determine whether anything needs to be done to improve test scores, or if the effects of the changes made in recent years will be reflected in the scores of upcoming NCE administration
- This is the first year that COUN 5610 Techniques of Counseling was required as a core course and as a prerequisite for practicum. As a result, in the coming years we expect to see even more positive feedback from site supervisors as a result of this change, and we expect to see higher scores on the NCE scales relevant to this domain.
- The department strives for good working relationships with our site supervisors, and will continue to offer our annual site supervisor meeting as well as maintaining regular contact with all individuals providing clinical supervision to our field placement 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	2.07 (0-3 Likert)
Item IV.12. of the PSE "Demonstrates adherence to ACA Code of Ethics"	COUN 6100 and 6200	2.16 (0-3 Likert)
The items under section IV of the Professional Skills Evaluation (PSE)	COUN 6500	2.42 (0-3 Likert)
Item IV.12. of the PSE "Demonstrates adherence to ACA Code of Ethics"	COUN 6500	2.44 (0-3 Likert)
Scores on ethics vignette debates (all 0-3 Likert)	COUN 5800	Presentation of case facts: 2 Presentation of ethical codes: 2 Presentation of state regulations: 2 Presentation of response to case based on ethical decision-making mode: 2
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 2017 site supervisor survey (n=16)	3.44 (1-4 Likert)

Analysis and Actions	
<p>Indicate what you determined about student learning of the outcome from the results of the measure.</p>	<p>Students are performing at or above expectations on this objective as evidenced by a score above 2 (signifying "consistently meets criteria") on each item on each measure. These results also evidence students' growth between practicum (COUN 6100/6200) and internship (COUN 6500), which is directly in line with the department's expectations of students.</p>
<p>Indicate the specific steps you will take to strengthen student learning experiences for this outcome.</p>	<p>There is no need to make any changes at this time.</p>

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
Final paper in COUN 5050 HGD	COUN 5050 HGD	Responsiveness to requirements: 2.40 (0-3 Likert) Content knowledge: 2.42 (0-3 Likert)
Students performance on midterm and final exam in COUN 5600 Group	COUN 5600 midterm	2.23 (0-3 Likert)
	COUN 5600 final	2.76 (0-3 Likert)
Final presentation	COUN 5630 Substance Abuse	Responsiveness to requirements: 2.71 (0-3 Likert) Content knowledge: 2.26 (0-3 Likert)
Final career case project	COUN 5700 Career	Responsiveness to requirements: 2.20 (0-3 Likert) Content knowledge: 2.71 (0-3 Likert)
The items under section III of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200 Practicum	2.23 (0-3 Likert)
The items under section III of the Professional Skills Evaluation (PSE)	COUN 6500 Internship	2.49 (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 2017 site supervisor survey (n=16)	Item 2 = 3.44 Item 3 = 3.31 (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.	No changes needed at this time.

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
Cultural research and social justice project	COUN 5100 S&C Foundations	Responsiveness to requirements: 1.62 (0-3 Likert) Content knowledge: 1.87 (0-3 Likert)
PSE scores for the following items: III.1 Demonstrates awareness of own belief system, values, needs, and biases III. 2. Demonstrates awareness of own cultural, ethnic, racial identity 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 5100 S&C Foundations	III.1. = 2 III. 2. = 2 III. 3. = 2 (0-3 Likert)
PSE scores for the following items:* III.1 Demonstrates awareness of own belief system, values, needs, and biases III. 2. Demonstrates awareness of own cultural, ethnic, racial identity 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	COUN 6100 and 6200	III.1. = 2.33 III. 2. = 2.35 III. 3. = 2.33 (0-3 Likert)
PSE scores for the following items:* III.1 Demonstrates awareness of own belief system, values, needs, and biases III. 2. Demonstrates awareness of own cultural, ethnic, racial identity 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	COUN 6500	III.1. = 2.67 III. 2. = 2.69 III. 3. = 2.68 (0-3 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 as evidenced by a score above 2 (signifying "consistently meets criteria"). Additionally, 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.

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
Students performance on midterm and final exam in COUN 5220 Assessment	COUN 5220 midterm	3 (0-3 Likert)
	COUN 5220 final	2.76 (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 6100 and 6200	2.02 (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	2.18 (0-3 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 as evidenced by a score above 2 (signifying "consistently meets criteria") on each item on each measure.
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	No changes needed at this time.

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
Final submission of research proposal	COUN 5850 Research and Program Evaluation	Responsiveness to requirements: 2.11 (0-3 Likert) Content knowledge: 1.81 (0-3 Likert)
All items of section V. of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200	1.98 (0-3 Likert)
All items of section V. of the Professional Skills Evaluation (PSE)	COUN 6500	2.26 (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 2017 site supervisor survey (n=16)	Item 2 = 3.44 Item 3 = 3.31 (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 as evidenced by a score above 2 (signifying "consistently meets criteria") on each item on each measure.
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	No changes needed at this time.

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

Measure	Administration	Result
Final paper in COUN 5150 Psychopathology	COUN 5150 Psychopathology	Responsiveness to requirements: 2.23 (0-3 Likert) Content knowledge: 2.38 (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 6100 and 6200	2.01 (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	2.27 (0-3 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 as evidenced by a score above 2 (signifying "consistently meets criteria") on each item on each 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.	No changes needed at this time.

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

Licensure exam results:

8 students from MYRT campus took the NCE in the 2016-17 academic year, 4 of whom passed. The faculty viewed and discussed the breakdown of the results from NBCC, and agreed that we hope to see our students' performance improve in each of the areas the NCE assesses. We concluded that it is too early to draw conclusions about the results, and will continue to monitor for the next two years before we can responsibly and realistically determine what steps, if any, are necessary.

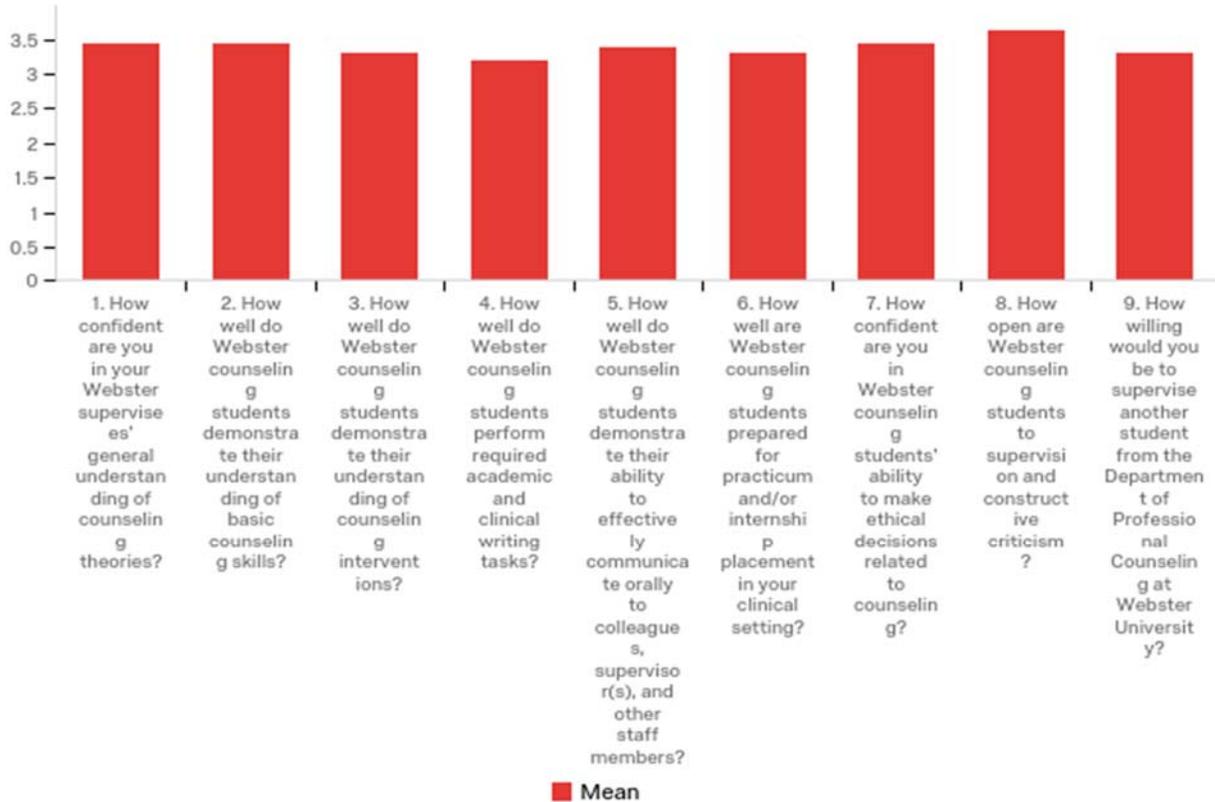
Employment status according to Webster OIE Outcomes Survey (N=47):

Employed full-time (30 or more hours/week)	83%	39
Employed part-time (less than 30 hours/week)	6.4%	3
Seeking employment	8.5%	4
Student/Continuing Education	2.1%	1
Total	100%	47

Qualitative responses from alumni

Students' feedback on the qualitative items was generally positive. Some students expressed a desire for more continuity and clarity on advising issues. Some students also requested that the program provide additional help in locating field placement sites. Students expressed satisfaction with faculty and gave examples of how the faculty positively influenced their learning and development.

Site supervisors: Supervisors are surveyed following the annual site supervisor orientation (N=16; CHAR=4, COLM=1, MYRT=11)



1. How confident are you in your Webster supervisees' general understanding of counseling theories?	3.44
2. How well do Webster counseling students demonstrate their understanding of basic counseling skills?	3.44
3. How well do Webster counseling students demonstrate their understanding of counseling interventions?	3.31
4. How well do Webster counseling students perform required academic and clinical writing tasks?	3.2
5. How well do Webster counseling students demonstrate their ability to effectively communicate orally to colleagues, supervisor(s), and other staff members?	3.38
6. How well are Webster counseling students prepared for practicum and/or internship placement in your clinical setting?	3.31
7. How confident are you in Webster counseling students' ability to make ethical decisions related to counseling?	3.44
8. How open are Webster counseling students to supervision and constructive criticism?	3.3
9. How willing would you be to supervise another student from the Department of Professional Counseling at Webster University?	3.31

Qualitative responses to the prompt: "Please list any additional comments that you feel would be useful"

Some supervisors reported that students may need additional training on the DSM and clinical assessment. We also received feedback from supervisors requesting additional communication from the program on a more regular basis.

Employers of graduates

This year we were not able to receive data from employers of graduates from AY 2015-16 due to difficulties in surveying. We get names and contact information from a survey that we send to our alumni each summer. This year we sent the survey to 86 graduates, and of those 15 completed it. Of those 15, only 8 provided contact information for their current employers, and of those, none responded to the survey. On both the alumni survey and the employer survey, feedback was sought multiple times through a personalized e-mail, in which the purpose of the survey was explained and examples were given of how this information is used.