

Department of Professional Counseling  
M.A. Counseling w/emphasis in Clinical Mental Health Counseling  
Charleston, Columbia, and Myrtle Beach, SC  
Webster University  
AY 2017-18

**In brief:**

Students are performing satisfactorily in most areas of the program, and the program is meeting all of its outcomes as evidenced by the results of this report. While students are generally meeting the program's expectations on their ability to integrate theory with practice at this level, their PSE scores in this area have consistently on the lower side of what the program considers acceptable for the past few years. Students also seem to have difficulty with the topic of testing and assessment.

**Recommendations and proposed changes as a result of this report:**

- The program will begin addressing integration of theory and practice by having practicum faculty review theories during the first two weeks of class in COUN 6100. All field experience faculty will incorporate theory into their teaching of COUN 6100, COUN 6200, and COUN 6500 to keep students oriented towards using theory to guide their case conceptualization and clinical work.
- The program will review its testing and assessment curriculum

**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	2.09 (0-3 Likert)
Item IV.12. of the PSE "Demonstrates adherence to ACA Code of Ethics"	COUN 6100 and 6200	2.35 (0-3 Likert)
The items under section IV of the Professional Skills Evaluation (PSE)	COUN 6500	2.29 (0-3 Likert)
Item IV.12. of the PSE "Demonstrates adherence to ACA Code of Ethics"	COUN 6500	2.30 (0-3 Likert)
Scores on ethics vignette debates (all 0-3 Likert)	COUN 5800	Presentation of case facts: 2.29  Presentation of ethical codes: 2.29  Presentation of state regulations: 2.23  Presentation of response to case based on ethical decision-making mode: 2.11

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 2018 site supervisor survey (n=20)	3.33 (1-4 Likert)
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<b>Analysis and Actions</b>	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	Students are performing at or above expectations on this objective.
<b>Indicate the specific steps you will take to strengthen student learning experiences for this outcome.</b>	No changes needed

2. Implement mental health counseling principles and practices associated with education, prevention, consultation, and intervention. (CACREP 2016 2.F.5., 2.F.6.)

<b>Measure</b>	<b>Administration</b>	<b>Result</b>
Final paper in COUN 5050 HGD	COUN 5050 HGD	Responsiveness to requirements: 2.40 (0-3 Likert)  Content knowledge: 2.43 (0-3 Likert)
Final presentation	COUN 5630 Substance Abuse	Responsiveness to requirements: 2.55 (0-3 Likert)  Content knowledge: 2.55 (0-3 Likert)
Final career case project	COUN 5700 Career	Responsiveness to requirements: 2.22 (0-3 Likert)  Content knowledge: 2 (0-3 Likert)
The items under section III of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200 Practicum	2.17 (0-3 Likert)
The items under section III of the Professional Skills Evaluation (PSE)	COUN 6500 Internship	2.42 (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	Summer 2018 site supervisor survey (n=20)	Item 2 = 3.22  Item 3 = 3.11

demonstrate their understanding of counseling interventions?" respectively.		(1-4 Likert)
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<b>Analysis and Actions</b>	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	Students are performing at or above expectations on this objective, though it would be helpful to find out from internship instructors whether they believe students are adequately able to conceptualize and address clients' career related concerns.
<b>Indicate the specific steps you will take to strengthen student learning experiences for this outcome.</b>	No changes at this time, but will continue to monitor student performance in COUN 5700 course.

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.)

<b>Measure</b>	<b>Administration</b>	<b>Result</b>
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. = 2.2  III. 2. = 2.2  III. 3. = 2.2  (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. = 2.29  III. 2. = 2.36  III. 3. = 2.36  (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	COUN 6500	III.1. = 2.62  III. 2. = 2.68  III. 3. = 2.68

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	(0-3 Likert)
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*\*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.*

<b>Analysis and Actions</b>	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	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.
<b>Indicate the specific steps you will take to strengthen student learning experiences for this outcome.</b>	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)

<b>Measure</b>	<b>Administration</b>	<b>Result</b>
Students performance on midterm and final exam in COUN 5220 Assessment	COUN 5220 midterm	2 (0-3 Likert)
	COUN 5220 final	3 (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	1.70 (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	1.89 (0-3 Likert)

<b>Analysis and Actions</b>	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	Students are performing slightly below expectations on this objective. Testing and assessment seems to be an area in which students tend to have difficulty.
<b>Indicate the specific steps you will take to strengthen student learning experiences for this outcome.</b>	The program will review the curriculum for COUN 5220 Assessment

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: 2.34 (0-3 Likert)  Content knowledge: 2.18 (0-3 Likert)
All items of section V. of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200	1.75  (0-3 Likert)
All items of section V. of the Professional Skills Evaluation (PSE)	COUN 6500	2.07  (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 2018 site supervisor survey (n=20)	Item 2 = 3.22  Item 3 = 3.11  (1-4 Likert)

Analysis and Actions	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	Students are performing at or near the department's expectations on this outcome. We would like to see a little more improvement in students' performance on the items on section V (E) on the PSE, which concern students' competency at integrating theory with practice. At the same time, this is an advanced competency that develops more fully during the period between students' graduation and gaining independent licensure.
<b>Indicate the specific steps you will take to strengthen student learning experiences for this outcome.</b>	The program will begin addressing integration of theory and practice by having practicum faculty review theories during the first two weeks of class in COUN 6100. All field experience faculty will incorporate theory into their teaching of COUN 6100, COUN 6200, and COUN 6500 to keep students oriented towards using theory to guide their case conceptualization and clinical work.

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
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	1.91  (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	2.07  (0-3 Likert)
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<b>Analysis and Actions</b>	
<b>Indicate what you determined about student learning of the outcome from the results of the measure.</b>	Students should perform better than this during internship, especially since they would have taken both COUN 5150 Psychopathology and COUN 5230 Psychodiagnostics, both of which cover the DSM. A mean of 2.07 is acceptable, but it would be preferable to see students doing better on this later in their time in the program. There was not data available for the final project in COUN 5150 Psychopathology this year.
<b>Indicate the specific steps you will take to strengthen student learning experiences for this outcome.</b>	Remind faculty to complete rubric for COUN 5150 final paper so we can collect data, and the faculty will review this next year.
<b>Indicate how you will communicate results and actions to faculty and students.</b>	

## **Demographic data**

Table 1. AY1718 Count of MA Counseling w/ Emphasis in CMHC Degrees Conferred, by Campus

<b>Campus</b>	<b>Degrees Conferred</b>
Charleston/Columbia/Myrtle Beach	55

Table 2. Graduation rate of New FA15 MA in Counseling w/ Emph in CMHC Graduate Students, by Campus

<b>Campus</b>	<b>FA15 Cohort Total</b>	<b># Graduating as of May 2018</b>	<b>Graduation Rate</b>
Charleston/Columbia/Myrtle Beach	37	16	43%

Table 4. Gender and Race/Ethnicity of AY1718 MA Counseling w/ Emph in CMHC Applicants, South Carolina Campuses

<b>Race/Ethnicity</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
American Indian/Native Alaskan	1	0	1
Asian	1	0	1
Black or African American	49	16	65
Hispanic	2	2	4

Pacific Islander/Hawaiian	1	0	1
Two or more races	1	1	2
Unknown	2	0	2
White	18	6	24
<b>Total</b>	<b>75</b>	<b>25</b>	<b>100</b>

Table 6. Gender and Race/Ethnicity of AY1718 MA Counseling w/ Emph in CMHC Enrollees South Carolina Campuses

<b>Race/Ethnicity</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
American Indian/Native			
Alaskan	3	1	4
Asian	1	0	1
Black or African American	120	20	140
Hispanic	3	1	4
Two or more races	5	0	5
Unknown	5	3	8
White	30	10	40
<b>Total</b>	<b>167</b>	<b>35</b>	<b>202</b>

Table 8. Gender and Race/Ethnicity of AY1718 MA Counseling w/ Emp in CMHC Graduates, South Carolina Campuses

<b>Race/Ethnicity</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
American Indian/Native			
Alaskan	1	1	2
Black or African American	29	7	36
Hispanic	1	0	1
Two or more races	2	0	2
Unknown	0	1	1
White	10	3	13
<b>Total</b>	<b>43</b>	<b>12</b>	<b>55</b>

## **Systematic follow-up studies**

**Graduates:** Alumni of CMHC program at CHAR, COLM, & MYRT who had graduated from summer 2016-spring 2017 (N=50, of which 26 responded)

### **Licensure exam results:**

Yes	53.8%	14
No	7.6%	2
Have not taken licensure exam	38.4%	10
<b>Total</b>	<b>100%</b>	<b>26</b>

60% (6/10) of our students who took the NCE as part of the NBCC graduate testing program passed in AY 2017-18. It is unclear whether the alumni who responded to the survey included those who were already counted in the NBCC graduate testing program. Dr. Stehn will update the alumni survey before its next administration to clarify this in the future.

**Employment status according to Webster OIE Outcomes Survey (Total surveyed: 54; Respondents: 21)**

Employed full-time (30 or more hours/week)	85.7%	18
Employed part-time (less than 30 hours/week)	4.8%	1
Seeking employment	4.8%	1
Student/Continuing Education	4.8%	1
Total	100%	21

**Site supervisors:** Supervisors are surveyed following the annual site supervisor orientation (N=20; CHAR=4, COLM=5, MYRT=11)

1. How confident are you in your Webster supervisees' general understanding of counseling theories?	<b>3.17</b>
2. How well do Webster counseling students demonstrate their understanding of basic counseling skills?	<b>3.22</b>
3. How well do Webster counseling students demonstrate their understanding of counseling interventions?	<b>3.11</b>
4. How well do Webster counseling students perform required academic and clinical writing tasks?	<b>2.94</b>
5. How well do Webster counseling students demonstrate their ability to effectively communicate orally to colleagues, supervisor(s), and other staff members?	<b>3.33</b>
6. How well are Webster counseling students prepared for practicum and/or internship placement in your clinical setting?	<b>3.22</b>
7. How confident are you in Webster counseling students' ability to make ethical decisions related to counseling?	<b>3.33</b>
8. How open are Webster counseling students to supervision and constructive criticism?	<b>3.44</b>
9. How willing would you be to supervise another student from the Department of Professional Counseling at Webster University?	<b>3.39</b>

**Employers of graduates**

We get names and contact information from a survey that we send to our alumni each summer. This year we sent the survey to 54 graduates, and of those 26 completed it. Of those 26, 15 provided contact information for their current employers, and of those, 3 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.

1. How confident are you in your Webster alumni's general understanding of counseling theories?	<b>3.67</b>
2. How well do Webster counseling alumni demonstrate their understanding of basic counseling skills?	<b>3.67</b>
3. How well do Webster counseling alumni demonstrate their understanding of counseling interventions?	<b>3.67</b>
4. How well do Webster counseling alumni perform required clinical writing tasks?	<b>3.33</b>
5. How well do Webster counseling alumni demonstrate their ability to effectively communicate orally to colleagues, supervisor(s), and other staff members?	<b>3.33</b>
6. How well are Webster counseling alumni prepared work in your clinical setting?	<b>3.33</b>
7. How confident are you in Webster counseling alumni's ability to make ethical decisions related to counseling?	<b>3.67</b>
8. How willing would you be to hire another alumnus from the Department of Professional Counseling at Webster University?	<b>3.33</b>