Department of Professional Counseling
M.A. Counseling w/emphasis in Clinical Mental Health Counseling
Webster Groves
Webster University
AY 2018-19

Aggregate student assessment data

Program Level 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.

Measure	Administration	Result
The items under section D of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200	1.78 (0-3 Likert)
Item D.12. of the PSE "Demonstrates adherence to ACA Code of Ethics"	COUN 6100 and 6200	1.95 (0-3 Likert)
The items under section D of the Professional Skills Evaluation (PSE)	COUN 6500	2.11 (0-3 Likert)
Worth noting: "Therapeutic confrontation" item (1.78 avg) in COUN 6500 pulled the average of these items down. The SD on that item was .635, indicating significant variance		
Item D.12. of the PSE "Demonstrates adherence to ACA Code of Ethics"	COUN 6500	2.17 (0-3 Likert)
Scores on exams	COUN 5800	91.95%
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 2019 site supervisor survey (n=18)	2.72 (0-3Likert) *This is up from 2.33 from the previous report

Indicate what you determined about student learning of the outcome from the results of the measure.	Students are underperforming on the use of therapeutic confrontation, despite extensive practice on this skill in COUN 5610 (Techniques of Counseling). The faculty hypothesize that students' ability on this skill may fade over time without targeted reinforcement on this during the remainder of their time in the program.
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	Faculty will rotate teaching responsibility for COUN 5610 so that everyone who teaches field experience courses will also take turns teaching COUN 5610. We predict that this will increase the likelihood that field experience instructors will revisit therapeutic confrontation in practicum and internship in a

Final recommendations as a result of this report can be found here

	manner consistent with the way students learned this skill.
	Additionally, we may revise the language of the SLO so that it addresses more general fitness for counseling such as competency, ethical behavior, and self-awareness such that we will be able to pull more measures into this SLO.
Indicate how you will communicate results and actions to faculty and students.	Assessment report will be posted online and the link will be emailed to faculty, alumni, and supervisors

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

Measure	Administration	Result
Final paper in COUN 5050 HGD	COUN 5050 HGD	No data
Final presentation	COUN 5630 Substance Abuse	Identify addiction: 2.78 (0-3 Likert) Identify population: 3 (0-3 Likert) Identify intervention: 2.21 (0-3 Likert) Research and scholarship: 3 (0-3 Likert) Presentation and collaboration: 2.82 (0-3 Likert)
Final career case project	COUN 5700 Career	No data
The items under section C of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200 Practicum	1.77 (0-3 Likert)
The items under section C of the Professional Skills Evaluation (PSE)	COUN 6500 Internship	2.24 (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 2019 site supervisor survey (n=18)	Item 2 = 2.5 (last report was 2.22) Item 3 = 2.167 (last report was 2.11) (0-3 Likert)

Indicate what you determined about student learning of the outcome from the results of the measure.	Students are performing as expected on this standard, and show a steady progression of improvement over time. However, not all faculty are inputting data consistently.

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Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	We may revise the language of this SLO so that it addresses the use of clinical skills more broadly. Director of Assessment will review process for data collection with faculty to increase response rate.
Indicate how you will communicate results and actions to faculty and students.	Assessment report will be posted online and the link will be emailed to faculty, alumni, and supervisors. Director of Assessment will reach out to faculty to review process for data collection.

3. Describe how living in a multicultural society impacts clients and apply effective advocacy strategies to enhance mental health services

Measure	Administration	Result
PSE scores for the following items: C.1 Demonstrates awareness of own belief system, values, needs, and biases C. 2. Demonstrates awareness of own cultural, ethnic, racial identity C.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	C.1. = 2 C. 2. = 2 C. 3. = 2 (0-3 Likert)
PSE scores for the following items:* C.1 Demonstrates awareness of own belief system, values, needs, and biases C. 2. Demonstrates awareness of own cultural, ethnic, racial identity C.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	C.1. = 2.07 C. 2. = 2.07 C. 3. = 2.07 (0-3 Likert)
PSE scores for the following items:* C.1 Demonstrates awareness of own belief system, values, needs, and biases C. 2. Demonstrates awareness of own cultural, ethnic, racial identity C.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	C.1. = 2.38 C. 2. = 2.35 C. 3. = 2.37 (0-3 Likert)

*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.

Indicate what you determined about student learning of the outcome from the results of the measure.	Students are performing as expected on this standard, and show a steady progression of improvement over time.

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Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	In the upcoming AY we will collect more formal data on the Cultural Research/Social Justice assignment in COUN 5100. Director of Assessment will review process for data collection with faculty to increase response rate. We will also consider revising the language of this SLO for clarity, measurability, and transparency.
Indicate how you will communicate results and actions to faculty and students.	Assessment report will be posted online and the link will be emailed to faculty, alumni, and supervisors. Director of Assessment will reach out to faculty to review process for data collection.

4.   Employ various assessment techniques associated with professional mental health counseling to appropriately intervene in meeting the needs of diverse clients.

Measure	Administration	Result
Students performance on exams in COUN 5220 Assessment	COUN 5220	99.2%
Item E.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	1.16 (0-3 Likert)
Item E.3. of the Professional Skills Evaluation (PSE), which asks how well a student "Demonstrates ability to measure outcomes based on theory."	COUN 6500	1.72 (0-3 Likert)

Indicate what you determined about student learning of the outcome from the results of the measure.	Students are performing as expected on this standard, and show a steady progression of improvement over time. While they have some difficulty in measuring outcomes based on theory, the faculty agree that their performance is developmentally appropriate for beginning counselors.
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	In order to capture a more holistic understanding of students' learning of assessment, we will replace the exams in COUN 5220 with individual outcomes from their self-assessment project in that class. Director of Assessment will add these outcomes to Canvas Outcomes data collection system, create new artifact in Canvas and attach these outcomes, and export to Canvas Commons so that faculty may import to their courses.
Indicate how you will communicate results and actions to faculty and students.	Assessment report will be posted online and the link will be emailed to faculty, alumni, and supervisors. Director of Assessment will reach out

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	to faculty to amend and review process for data collection.

5. Apply evidence-based research literature associated with professional mental health counseling to meet the needs of clients living in a diverse society.

Measure	Administration	Result
Final submission of research proposal	COUN 5850 Research and Program Evaluation	No data
All items of section E of the Professional Skills Evaluation (PSE)	COUN 6100 and 6200	1.87 (0-3 Likert)
All items of section E of the Professional Skills Evaluation (PSE)	COUN 6500	2.14 (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 2019 site supervisor survey (n=18)	Item 2 = 2.5 (last report was 2.22) Item 3 = 2.167 (last report was 2.11) (0-3 Likert)

Indicate what you determined about student learning of the outcome from the results of the measure.	Students are performing as expected on this standard, and show a steady progression of improvement over time. Faculty did share that based on their experience students struggle with the items on section E of the PSE (integrating theory with practice), and that it would be helpful to include additional measures for this.
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	In order to capture a more holistic understanding of students' application of theory to practice, we will begin collecting aggregate data on students' case conceptualization assignment in COUN 6500. Director of Assessment will add these outcomes to Canvas Outcomes data collection system, create new artifact in Canvas and attach these outcomes, and export to Canvas Commons so that faculty may import to their courses. We will also consider revising the language of this SLO for clarity, measurability, and transparency.
Indicate how you will communicate results and actions to faculty and students.	Assessment report will be posted online and the link will be emailed to faculty, alumni, and supervisors. Director of Assessment will reach out to faculty to amend and review process for data collection.

Final recommendations as a result of this report can be found [here](#)

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 D.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	1.62 (0-3 Likert)
Item D.5. of the Professional Skills Evaluation (PSE), which asks how well a student "Demonstrates understanding of the DSM and clinical application."	COUN 6500	2.06 (0-3 Likert)

Indicate what you determined about student learning of the outcome from the results of the measure.	Students are performing as expected on this standard, though we need more complete data since this individual PSE item is not sufficient for this SLO.
Indicate the specific steps you will take to strengthen student learning experiences for this outcome.	We will begin collecting aggregate data on students' performance on the final psychodiagnostic case study packet in COUN 5230. Additionally, the rubric items concerning diagnosis on the case conceptualization in COUN 6500 will also feed into this SLO. We will also consider revising the language of this SLO for clarity, measurability, and transparency.
Indicate how you will communicate results and actions to faculty and students.	Assessment report will be posted online and the link will be emailed to faculty, alumni, and supervisors. Director of Assessment will reach out to faculty to review process for data collection.

Success and retention

Faculty discussed difficulty of obtaining clear, reliable data on graduation rate from Office of Institutional Effectiveness (OIE) due to inconsistent definitions of full-time and part-time students, continuous enrollment, success, and retention. Director of Assessment will collaborate with OIE staff to get better clarity on this matter. Faculty discussed typical barriers to success and retention, and recommended incorporating scaling questions about these into our admissions interviews to determine prospective students' preparedness to address such barriers were they to impact their study. This would also serve to strengthen the "informed consent" we give to prospective students about the potential burdens of graduate study in a clinical program.

Final recommendations as a result of this report can be found here

Demographic data

Gender and Race/Ethnicity of AY1819 MA Counseling w/ Emp in CMHC Applicants, WEBG				
Race/Ethnicity	**Female**	**Male**	**Unknown**	**Total**
Black or African American	8	3	0	11
Hispanic or Latino	1	2	0	3
Two or more races	1	0	0	1
Unknown	3	0	0	3
White	41	10	1	52
Total	**54**	**15**	**1**	**70**

Gender and Race/Ethnicity of AY1718 MA Counseling w/ Emp in CMHC Enrollees WEBG			
Race/Ethnicity	**Female**	**Male**	**Total**
Black or African American	27	4	31
Hispanic	4	2	6
Two or more races	2	0	2
Unknown	2	1	3
White	46	14	60
Total	**81**	**21**	**102**

Systematic follow-up studies

NCE

Results from on-campus NCE: 20/21 passed in AY 18-19 (October 2018 and April 2019 administrations) 95% pass rate. Our students outperformed the national average on all categories in the April 2019 administration, and either surpassed or remained within a standard deviation of the national average on all areas in the October administration.

Site supervisors

Supervisors are surveyed every summer (N=18)	
1. How confident are you in your Webster supervisees' general understanding of counseling theories?	**2.38 (last report = 2.17)**
2. How well do Webster counseling students demonstrate their understanding of basic counseling skills?	**2.5 (last report = 2.22)**
3. How well do Webster counseling students demonstrate their understanding of counseling interventions?	**2.167 (last report = 2.11)**
4. How well do Webster counseling students perform required academic and clinical writing tasks?	**2.72 (last report = 1.94**)

Final recommendations as a result of this report can be found here

5. How well do Webster counseling students demonstrate their ability to effectively communicate orally to colleagues, supervisor(s), and other staff members?	**2.83 (last report = 2.33**)
6. How well are Webster counseling students prepared for practicum and/or internship placement in your clinical setting?	**2.61 (last report = 2.22)**
7. How confident are you in Webster counseling students' ability to make ethical decisions related to counseling?	**2.72 (last report = 2.33**)
8. How open are Webster counseling students to supervision and constructive criticism?	**2.89 (last report = 2.44)**
9. How willing would you be to supervise another student from the Department of Professional Counseling at Webster University?	**2.61 (last report = 2.39**)

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

Supervisors' qualitative responses to the questionnaire were generally favorable, but one indicated a desire for students to have more flexibility to work in the field (e.g. home visits, appointments at alternative locations such as school settings, correctional facilities, or hospitals). The clinical team will consider this recommendation and work on writing policy for this, since it reflects a legitimate need for practicing professionals.

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 28 alumni who graduated during the 2017-18 school year, and of those 2 completed it. Both of those individuals provided contact information for their current employers, and of those, both employers 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?	**3**
2. How well do Webster counseling alumni demonstrate their understanding of basic counseling skills?	**3**
3. How well do Webster counseling alumni demonstrate their understanding of counseling interventions?	**2.5**
4. How well do Webster counseling alumni perform required clinical writing tasks?	**3**
5. How well do Webster counseling alumni demonstrate their ability to effectively communicate orally to colleagues, supervisor(s), and other staff members?	**2.5**
6. How well are Webster counseling alumni prepared work in your clinical setting?	**2.5**
7. How confident are you in Webster counseling alumni's ability to make ethical decisions related to counseling?	**3**
8. How willing would you be to hire another alumnus from the Department of Professional Counseling at Webster University?	**2.5**

Final recommendations as a result of this report can be found here

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2017-18 Outcomes Survey – WEBG

Response Rates

X.Program.Level	F.Response.Program	F.Response.Program.Responder	F.Response.Percent
GRAD	28	9	32.14

Overall Satisfaction

Questions	Overall Average
Applying to and being admitted by Webster	3.78
Initial orientation to Webster and my program of study	3.67
Academic advising	2.89
Registering for classes	3.67
Applying for and receiving financial aid	3.83
Paying tuition and fees	3.29
Accessing and using library resources	4.00
Using Webster technology to assist in my learning	3.88
Accessing and using the Writing Center	3.86
Assistance with career planning	2.60

Enhanced Ability

Questions	Overall Average
Apply the knowledge and skills gained from my Webster experience	3.67
Acquire job- or work-related knowledge and skills	3.44
Articulate my own values, beliefs, and ways of thinking and the influences on them	3.56
Interact effectively with people whose backgrounds and perspectives differ from my own	3.78
Understand multiple worldviews and experiences	3.89
Reach my potential academically	3.44
Reach my potential professionally	3.44
Continue to learn and to develop my strengths and talents	3.78

WU Experience

Questions	Overall Average
I was encouraged to interact with other students	3.75
I was encouraged to interact with my instructors	3.67
I felt respected as a learner	3.11

Employment

Questions	Overall Average
My current employment is related to my Webster degree or certificate	2.60
My Webster experience has helped me prepare for or advance in my career	3.00

Program of Study

Questions	Overall Average
The student learning outcomes were clear to me	3.67

Final recommendations as a result of this report can be found here

	3.78
I understood how the courses helped me to achieve the student learning outcomes	3.78
I understood the ways concepts could be applied to practice	3.56
I recognized how concepts in one course related to those in other courses	3.78
I was able to link new concepts to my prior knowledge	3.89
I perceived connections between my program of study and the world around me	3.56

WU Satisfaction

Questions	Overall Average
I would recommend Webster to a colleague, friend, or family member	3.25
I consider the investment I made in my Webster program worthwhile	3.50

Position Level

Position Level	# of Responses
Mid-Level	3
Entry Level	2
7	1
Prefer not to answer/Not Applicable	22

COUN Enhanced Ability

Questions	Overall Average
Overall, I am satisfied with the program and curriculum	3.62
Use a variety of basic and advanced counseling skills in sessions with my clients	3.71
Identify and address legal, ethical, and professional issues in counseling	3.75
Work effectively with clients from diverse backgrounds	3.88
Identify and work effectively with developmental issues clients typically encounter across the lifespan	3.62
Address client's career-related concerns	3.43
Effectively facilitate group counseling sessions	3.50
Conceptualize how family dynamics affect my clients	3.62
Select, administer, and interpret assessment instruments relevant to my intended area of practice	3.25
Understand a variety of methods commonly used to conduct research and program evaluation	3.50

Employment Industry

Primary Activity	# of Responses
Education & Training	2
Accounting, Finance, Insurance, & Real Estate	1
Human Services (Counseling & Mental Health Services, Family & Community Services, Personal Care)	3
Unknown	22

Final recommendations as a result of this report can be found here

<u>Department recommendations as a result of this report:</u>

- Faculty will rotate teaching responsibility for COUN 5610 so that everyone who teaches field experience courses will also take turns teaching COUN 5610. We predict that this will increase the likelihood that field experience instructors will revisit therapeutic confrontation in practicum and internship in a manner consistent with the way students learned this skill.
- Faculty will consider we may revise the language of several SLOs for clarity, measurability, and transparency.
- In the upcoming AY we will collect more formal data on the Cultural Research/Social Justice assignment in COUN 5100.
- In order to capture a more holistic understanding of students' learning of assessment, we will replace the exams in COUN 5220 with individual outcomes from their self-assessment project in that class. Director of Assessment will add these outcomes to Canvas Outcomes data collection system, create new artifact in Canvas and attach these outcomes, and export to Canvas Commons so that faculty may import to their courses.
- In order to capture a more holistic understanding of students' application of theory to practice, we will begin collecting aggregate data on students' case conceptualization assignment in COUN 6500. Director of Assessment will add these outcomes to Canvas Outcomes data collection system, create new artifact in Canvas and attach these outcomes, and export to Canvas Commons so that faculty may import to their courses
- We will begin collecting aggregate data on students' performance on the final psychodiagnostic case study packet in COUN 5230. Additionally, the rubric items concerning diagnosis on the case conceptualization in COUN 6500 will also feed into this SLO concerning diagnosis.
- Director of Assessment will reach out to faculty to review process for data collection for PSE and all key performance indicators that feed into aggregate assessment of student learning and individual assessment of students.
- Supervisors' qualitative responses to the questionnaire were generally favorable, but one indicated a desire for students to have more flexibility to work in the field (e.g. home visits, appointments at alternative locations such as school settings, correctional facilities, or hospitals). The clinical team will consider this recommendation and work on writing policy for this, since it reflects a legitimate need for practicing professionals.

Final recommendations as a result of this report can be found here