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**Degree Program: MA COUNSELING**

**Department: PROFESSIONAL COUNSELING**

**Contact Person: DR REBECCA GEORGE, LPCS, LAC, LPC**

**Date of Report: JUNE 30, 2023**

**Instructions for using this document**

This document is a template that programs can use to submit their Annual Assessment Reports to the [University Assessment Committee](https://websteru.sharepoint.com/sites/FDC/SitePages/University-Assessment-Committee-(UAC).aspx). Programs may submit this template or any other forms they wish, provided that they include the items on the numbered list below. Please fill out this template or create your own document, then email your documents to Liza Dister at [edister17@webster.edu](mailto:edister17@webster.edu).

**Components of the Annual Assessment Report**

This annual assessment report should reflect only the assessment that took place during the year and it should serve as a continuation of the annual plan document. Components of this annual report should include:

1. Learning outcomes
2. Opportunities for student learning for each LO
3. Assessment method(s) for each LO
4. Results of assessment for each LO
5. Intentions for how to use this information as it relates to the LOs, curriculum, assessment methods, and/or other program aspects (e.g., admissions, auditions, faculty)
6. Information regarding the success of changes implemented as a result of the previous year’s assessment report
7. The process for sharing the report with all faculty who teach in the program

For more information about program-level assessment at Webster, please visit Webster’s [Program-level Assessment webpage](https://websteru.sharepoint.com/sites/FDC/SitePages/Assessment-of-Student-Learning-Outcomes.aspx). Want to know how the University Assessment Committee evaluates these reports? You can look at the feedback form on the assessment webpage.

**Program-Level Assessment 2022**

**Annual Assessment REPORT**



1. ***Please complete the following chart for your assessment activities that took place this academic year.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcome(s)** | **Opportunities for Student Learning** | **Assessment Method(s)** | **Results** | **Intentions** |
| Which learning outcomes did you assess this year? *Add or remove rows if necessary depending on how many LOs you have.* | What opportunities did the learners have to achieve the intended outcome?  *You might include information about the courses taught this year that relate to each LO.* | What student work was used to assess learning for this LO? What tools were used to evaluate learning?  *You should specify what student work was used to assess each outcome and what tools were used—a rubric, a checklist, set of criteria for success, performance thresholds, etc.* | What were the results from your assessment of student learning for this LO?  *You should include details about the findings of your assessment activities, such as summaries of quantitative or qualitative data. You might attach further details to this report, such as tables or charts that illustrate your data, make comparisons to other assessment data from previous years, point out findings of interest, or discuss any limitations of your data.* | How will you use the results to inform teaching and learning practices in your program?  *You might include proposed changes in terms of pedagogy, curricula, or to the assessment process itself, or you might decide that no changes are needed at the time related to this LO.* |
| 1.Develop a professional orientation and identity as a counselor by applying sound ethical, legal, advocacy and supervisory practices which lead to success as a mental health counselor. | **Coun 5800 Professional Orientation and Ethical Practice** is taught twice a year in the spring and summer. The course is offered online and on-ground across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by course content quizzes, Vignettes Debates, and Exams projects. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation. | COUN 5800 Ethics is a course that focuses on the application of ethical and legal considerations in counseling, as well as advocacy processes to address social and institutional barriers that affect clients' access, equity, and success. Student learners are assessed and evaluated based on their performance in several key components.  Quizzes, Vignettes Debates, Exams, and projects are used to evaluate students' understanding and application of ethical principles in counseling. These assignments provide opportunities for students to analyze real-world case scenarios and extrapolate ethical guidelines to make informed decisions.  The course emphasizes the importance of addressing social and institutional barriers that may hinder clients' well-being and access to counseling services. Students are encouraged to develop advocacy skills and strategies to promote equity and inclusivity in the counseling field.  Rubrics are used to evaluate the final paper, with Likert scale criteria measuring key performance. This ensures that students' work is assessed based on predefined standards and allows for a comprehensive evaluation of their understanding and application of ethical principles.  By the end of the course, students will have developed a solid understanding of ethical and legal considerations in counseling, as well as the ability to advocate for clients and address barriers to their well-being. The course aims to prepare students to navigate complex ethical dilemmas and promote ethical practices in their future counseling careers. | Please find an addendum file to provide additional support and information for the assessment report documentation. This addendum serves as a supplementary document and includes detailed insights into the results and intentions for each outcome that was discussed in the assessment. | Please find an addendum file to provide additional support and information for the assessment report documentation. This addendum serves as a supplementary document and includes detailed insights into the results and intentions for each outcome that was discussed in the assessment. |
| 2. Identify the cultural context of relationships, issues and trends in a multicultural society that impact the counseling process. | **Coun 5100 Social and Cultural Foundations (SCF)** is taught twice a year in the fall and spring. The course is offered online across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing cultural immersion experiences, racial identity reflective papers and social justice projects. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation. | COUN 5100 Social and Cultural Foundations (SCF) is a course that focuses on developing students' understanding of social and cultural factors that influence mental health and well-being. Student learners are assessed and evaluated based on their performance in key components of the course.  Cultural immersion experiences, racial identity reflective papers, and social justice end-of-term projects are integral parts of the assessment process. These assignments provide opportunities for students to explore and demonstrate their understanding of racial identity development across cultures, as well as the structures and systems of oppression that impact people of color. Through these assignments, students are able to enhance their awareness of cultural issues that influence mental health and the broader community.  Professional skills evaluations (PSE) are utilized to assess the overall learning outcomes of the course, serving as a measure of key performance. These evaluations help evaluate students' proficiency in applying social and cultural foundations knowledge to real-world scenarios and demonstrate their ability to promote social justice and cultural competence in their counseling practice.  By the end of the course, students will have developed a deeper understanding of the impact of culture, race, and social justice on mental health. They will be equipped with the skills to navigate cultural complexities, advocate for social justice, and promote inclusivity and equality in their future counseling work. | Please find an addendum file to provide additional support and information for the assessment report documentation. This addendum serves as a supplementary document and includes detailed insights into the results and intentions for each outcome that was discussed in the assessment. | Please find an addendum file to provide additional support and information for the assessment report documentation. This addendum serves as a supplementary document and includes detailed insights into the results and intentions for each outcome that was discussed in the assessment. |
| 3. Synthesize theories of human growth and development to develop culturally responsive counseling practices. | ***Coun 5050 Human Growth & Development*** is taught twice a year in the fall and spring. The course is offered online across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing exams, reflective papers and developing projects/portfolios. Syllabi utilizes CACREP standards to support learning outcomes as required by accreditation | The assessment of student learners in the course includes the evaluation of their performance on mid-term and end-of-term papers. One specific assignment, the "Grow Your Own Human Weekly Developmental Stage Reflection Paper," serves as a final paper that allows students to showcase their understanding of development across the lifespan through the application of theory and research to a self-created case study.  In this assignment, students are required to create a comprehensive description of a fictional human character, drawing upon a solid and widely accepted theoretical foundation. They then develop a narrative that follows this individual throughout their entire life span. The purpose of this assignment is to demonstrate the students' ability to integrate theoretical knowledge and research findings into a cohesive and realistic portrayal of human development.  To evaluate the final paper, rubrics are employed, which utilize a Likert scale to measure key performance criteria. These rubrics provide a structured and standardized approach to assessing the students' work. By using a Likert scale, evaluators can assign ratings to different aspects of the paper, allowing for a more nuanced and detailed evaluation of the students' performance. The criteria within the rubrics are carefully selected to capture essential elements such as the depth of theoretical understanding, coherence of the narrative, integration of research, and overall quality of the paper.  By utilizing rubrics with Likert scale criteria, the evaluation process becomes more objective and transparent, ensuring consistency in assessing student performance. This approach allows for a fair and comprehensive evaluation, providing students with valuable feedback on their strengths and areas for improvement.  Overall, the "Grow Your Own Human Weekly Developmental Stage Reflection Paper" serves as a significant assessment component in the course, providing students with an opportunity to showcase their understanding of development across the lifespan. Through the use of rubrics with Likert scale criteria, the evaluation process is structured and thorough, enabling instructors to provide meaningful feedback and guide students in their learning journey. | Please find an addendum file to provide additional support and information for the assessment report documentation. This addendum serves as a supplementary document and includes detailed insights into the results and intentions for each outcome that was discussed in the assessment. | Please find an addendum file to provide additional support and information for the assessment report documentation. This addendum serves as a supplementary document and includes detailed insights into the results and intentions for each outcome that was discussed in the assessment. |
| 4.Apply theories and models of career development to related life factors in multicultural contexts appropriate to an individual's work, family and lifestyle. | **Coun 5700 Career Lifestyle and Development** is taught twice a year in the fall and spring. The course is offered online across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing a Career genogram,  Final case project,  Weekly readings & Discussions. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation. | COUN 5700 Career Lifestyle is a course that focuses on career development exploration techniques and assessments within an ethical context. Student learners are assessed and evaluated based on their performance in these areas.  Key components of the course include the completion of a career Genogram and final projects, which serve as important indicators of student performance and inform their learning outcomes. The career Genogram assignment is designed to support students in their career selection and personal development by integrating information obtained from the Genogram.  Through these assignments, students are encouraged to apply the information gathered from their projects to enhance their awareness of career choices and understand the impact of these choices on themselves and their communities. The aim is to foster personal growth and self-reflection while providing practical insights into career decision-making.  By the end of the course, students will have gained valuable insights into their career development, explored various techniques and assessments, and developed a deeper understanding of the connections between career choices and personal growth. The course aims to empower students to make informed career decisions that align with their values, goals, and aspirations, ultimately contributing to their overall well-being and success. |  |  |
| 5.Utilize statistical concepts, research methods, needs assessment and program evaluation skills commonly used in the counseling profession | ***Coun 5850 Research and Program Evaluation*** is taught twice a year in the Summer and Spring. The course is offered online across programs. This course examines areas including statistics, research design, and development of**research** and **demonstration proposals** in a multicultural and ethical context. It includes understanding the importance of research in advancing the**Counseling** profession; program development and **demonstration proposals;** development and**evaluation** of program objectives; principles, models, and applications of needs assessment; and culturally and ethically relevant strategies for interpreting the results. | COUN 5850 Research is a course that explores various key components related to statistics, research design, and the development of research and demonstration proposals within a multicultural and ethical context. The course emphasizes the significance of research in advancing the Counseling profession.  Students in this course gain an understanding of program development and demonstration proposals, including the process of formulating and evaluating program objectives. The course covers principles, models, and applications of needs assessment, highlighting the importance of culturally and ethically relevant strategies in interpreting research results.  Throughout the course, self-growth experiential activities may be incorporated into the content. These activities provide students with opportunities for personal reflection and growth while engaging with the course material.  By the end of the course, students will have acquired essential knowledge and skills in statistics, research design, and the development of research and demonstration proposals. They will understand the role of research in advancing the Counseling profession and be equipped to apply culturally and ethically relevant strategies to interpret research findings. This knowledge and skill set will enable students to contribute to the field of Counseling through their research endeavors and make meaningful contributions to the advancement of the profession. |  |  |
| 6.Apply individual and group approaches to assessment and evaluation in a multicultural society. | ***Coun 5220 Assessment*** is taught twice a year in the fall and spring. The course is offered on ground across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing weekly discussions, exams, case studies, and the self assessment report. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation. | COUN 5220 Assessment is a course that delves into the various frameworks used to assess the functioning of individuals, groups, and families within an ethical framework. The course explores the role of assessment in diagnosis and treatment, with a specific focus on the multicultural context.  Throughout the course, students learn about different methods of data gathering, administration, and interpretation of assessments, all through a multicultural lens. Key topics covered include understanding the historical perspective of assessment, statistical concepts relevant to assessment, reliability and validity of assessment measures, and ethical strategies for conducting assessments and interpreting results. The course also emphasizes the consideration of ethnic, cultural, and sex/gender factors in the assessment process.  Additionally, self-growth experiential activities may be incorporated into the course content, providing students with opportunities for personal reflection and growth.  By the end of the course, students will have gained a comprehensive understanding of assessment frameworks, multicultural considerations, and ethical practices in assessment administration and interpretation. This knowledge and skill set will enable them to effectively assess and support individuals, groups, and families within diverse cultural contexts. |  |  |
| 7.Apply theoretical and experiential understandings of group approaches to counseling to develop targeted interventions within a multicultural society. | ***Coun 5600 Group Dynamics*** is taught twice a year in the summer and fall. The course is offered on ground and online across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing exams and group leadership activities. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation. | This course focuses on exploring and defining the theoretical and experiential aspects of group counseling. It aims to provide students with a comprehensive understanding of group theory, different types of groups, and their purposes, practices, development, methods, ethics, and dynamics within a multicultural society.  One key component of the course is student participation in a direct experience as a group member. Students engage in a small group activity approved by the program, dedicating a minimum of ten clock hours over the duration of one academic term. This experiential component allows students to gain firsthand insight into group dynamics, facilitation techniques, and the transformative power of group counseling.  Throughout the course, students also engage in self-growth experiential activities, which are designed to enhance personal awareness and growth. These activities may include self-reflection, self-exploration exercises, and experiential learning exercises aimed at deepening students' understanding of themselves as group members and potential group facilitators.  By actively participating in group experiences and engaging in self-growth activities, students develop the necessary knowledge and skills to become effective group facilitators in a multicultural context. This course not only equips students with theoretical foundations but also provides them with practical experiences that support their professional development as counselors in group settings. |  |  |
| 8a. Develop an empirically based approach to counseling that emphasizes wellness and prevention by integrating theory and best practices.  b. *Implement mental health counseling principles and practices associated with education, prevention, consultation and intervention.a.* | A. Coun 5200 Theories is taught twice a year in the fall and spring. The course is offered online across programs. Over each term, learners had an opportunity to successfully demonstrate outcomes by completing midterm and final exams, weekly discussion posts, and reflective papers. Syllabi utilizes CACREP standard to support learning outcomes as required by accreditation.  B. Field Experience courses | ***Coun 6100 & 6200 Practicum-*** courses are offered twice a year in fall and spring. The purpose of the counseling Practicum is to provide a supervised, field-based, work experience for students.  ***-Coun 6500 Internship- field experience courses*** are offered all year: fall, summer, and spring. Internship is an intensive counseling experience which provides students with the opportunity to perform a variety of counseling activities expected of a professional mental health counselor (e.g. intake, application of diagnostic and therapeutic skills, documentation, information and referral techniques, staff meetings, and weekly supervision). | a- Student learners undergo assessments and evaluations that measure their performance on exams, papers, and weekly discussions, focusing on their understanding and application of theories, principles, and related techniques in professional counseling. These assessments aim to evaluate their knowledge and critical thinking abilities in areas such as seminal sources, contemporary theories, systems theory, and theories of addictions.  Exams assess students' comprehension of key concepts, theories, and principles covered in the course. Through these assessments, students are expected to demonstrate their ability to define and evaluate theories accurately, showing a deep understanding of the foundational concepts and their application in counseling practice.  In addition to exams, students are also evaluated based on their written papers. These assignments provide opportunities for students to delve deeper into specific topics, analyze seminal sources, and critically evaluate theories and techniques in professional counseling. Strong papers will showcase students' ability to synthesize information, apply theories to real-life scenarios, and provide well-supported arguments.  Furthermore, weekly discussions offer a platform for students to engage in thoughtful dialogue, share insights, and express their understanding of the course material. Active participation in these discussions allows students to demonstrate their ability to apply theories and principles, analyze case studies, and engage in peer-to-peer learning.  By incorporating these diverse assessment methods, the program aims to foster a comprehensive understanding of theories, principles, and techniques of professional counseling. This multifaceted approach encourages students to develop strong analytical and critical thinking skills while also promoting a deeper integration of theoretical knowledge into practical counseling contexts.  b- Throughout each term, students had multiple opportunities to showcase their progress and proficiency in various counseling skills. Live supervision, where students receive real-time guidance and feedback from supervisors, allowed for immediate skill development. Additionally, students were required to submit videos for skills evaluation, providing a visual demonstration of their counseling abilities.  Professional Skills Evaluations (PSE) were conducted to assess students' competence in professional counseling skills. These evaluations gauged their application of theoretical knowledge, ethical decision-making, and rapport-building with clients. Typescripts, which are written transcripts of counseling sessions, were also used to evaluate students' communication skills and adherence to ethical guidelines.  To further enhance their counseling skills, students participated in basic counseling skills demonstrations, where they had the opportunity to practice and refine foundational techniques under supervision. Case conceptualization papers allowed students to demonstrate their understanding of theoretical frameworks and apply them to client cases.  The syllabi for these courses were designed in accordance with the standards set by CACREP (Council for Accreditation of Counseling and Related Educational Programs). CACREP accreditation ensures that the curriculum aligns with industry standards and supports the achievement of learning outcomes.  By incorporating these various assessments and aligning the curriculum with CACREP standards, the program aims to provide students with a comprehensive and rigorous learning experience in counseling. |  |  |

1. ***What changes did you implement this year as a result of last year’s assessment process and what was the impact of those changes in your program?***

As a result of last year's assessment process, our counseling program implemented several changes this year to improve various aspects of the program. Also, key initiatives were developed and under consideration for future use. These initiatives and changes will/had a significant impact on our counseling program, leading to positive outcomes. In consideration of curriculum enhancements, faculty professional development, enhanced assessment practices, and counselor training support, here are the changes we implemented and their corresponding impacts:

1. Curriculum Enhancements: Based on the assessment findings, we identified areas for improvement in our curriculum. We have adjusted course sequencing, added new elective courses, and updated the content to reflect emerging research and best practices in the field. Each term the syllabi are updated in concourse for dissemination to course shells. The impact of these changes is and continues to be more comprehensive and relevant curriculum that better aligned with the needs of our students, the demands of the counseling profession, and accreditation requirements.

2. Faculty Professional Development: We recognized the importance of faculty development in enhancing teaching effectiveness and staying updated with advancements in counseling. We provided opportunities for faculty to attend conferences, workshops, and webinars related to counseling education and practice. Our faculty members possess a diverse range of certifications and licensures that greatly contribute to the quality of our program. These certifications include crisis and trauma-informed approaches, Dialectical Behavior Therapy (DBT), Eye Movement Desensitization and Reprocessing (EMDR), and clinical supervision.

Building upon the knowledge and expertise of our faculty, we are proud to provide workshops and continuing education opportunities in-house for our dedicated faculty and staff. These workshops offer a platform for professional growth and development, allowing our team to stay updated on the latest research, best practices, and emerging trends in the field of counseling.

By offering these in-house workshops and CEU opportunities, we foster a culture of lifelong learning and ensure that our faculty and staff remain at the forefront of their respective areas of specialization. The expertise gained from these workshops enhances our ability to provide exceptional education and support to our students.

We value the input and interests of our faculty and staff, and we are continuously working to expand our workshop offerings to address a wide range of topics that align with their professional development goals. We are committed to providing a supportive environment that encourages ongoing growth and collaboration among our department. The impact of these professional development initiatives was increased faculty knowledge, improved instructional strategies, and enhanced student learning experiences.

3. Enhanced Assessment Practices: Building on the assessment findings, we refined our assessment practices to ensure alignment with program objectives and accreditation standards. We revised rubrics, developed new assessment tools, and implemented a comprehensive data management system that grows with the program. The impact of these enhanced assessment practices was improved accuracy, consistency, and depth in evaluating student performance, which in turn led to targeted feedback and better-informed programmatic decisions.

4. Counseling training support: In response to identified needs, we are bolstering our counselor trainee support services. We are building mentoring programs via in class peer and faculty mentoring opportunities, expanded career counseling resources via grant funded clinical training which opens students up to networking and job placement, and implementing mor engaging academic advising initiatives. The impact of these enhancements is expected to increased student engagement, improved retention rates, and enhanced overall student well-being and success.

These changes collectively have and will continue to provide a positive impact on our counseling program, resulting in an enriched educational experience for our students and improved program outcomes. By continually assessing and making data-driven adjustments, we strive to ensure that our counseling program remains relevant, effective, and responsive to the needs of our students and the counseling profession.

1. ***How will you ensure all faculty who teach in your program have received and are knowledgeable about the contents of this report?***

To ensure that all faculty who teach in the counseling program have received and are knowledgeable about the contents of the assessment report, the counseling program has implemented a range of strategies. These strategies are designed to support both core faculty and adjunct members, promoting their engagement, and understanding of the assessment reports impact. By providing comprehensive support and fostering a collaborative environment, the program aims to facilitate meaningful discussions and promote the effective utilization of the assessment report for program improvement.

The strategies are:

1. Shared Assessment Report in OneDrive: Uploading the assessment report to a shared folder on OneDrive, ensures that all faculty members have access to it. This central location facilitates easy retrieval and reference to the report. Communication channels, such as email or the canvas faculty portal, are used to distribute the report and provide instructions for accessing the shared folder.

2. Annual Faculty Meeting: Continuous scheduling of the annual faculty meeting in the spring of each year dedicated to discussing the assessment report. During this meeting, the assessment director shares the key performance indicators (KPIs) from the report, present the findings, and engage in discussions about the implications and potential improvements. Key faculty shares input as needed.

3. Faculty Retreat: Utilize the counseling program faculty retreat as an opportunity to review the assessment report in detail. Set aside dedicated time during the retreat agenda to discuss the findings, explore connections between the report and curriculum, and identify areas for improvement based on faculty input.

4. Curriculum Review and Syllabi Revisions: Incorporate the assessment report into the curriculum review process during the faculty retreat. Discuss syllabi revisions and suggest updates based on the assessment report's findings, ensuring alignment between the report's recommendations and the curriculum.

1. ***How would you describe where your program is in your assessment development: Beginning, Developing, Functioning, or Revising? Why?***

Currently, our [counseling program](https://www.webster.edu/catalog/current/graduate-catalog/degrees/counseling.html) is in a dynamic phase of assessment development, cycling between the functioning phase and the revising phase. We are actively engaged in aligning our program with the revised standards set forth by [CACREP](https://www.cacrep.org/for-programs/2016-cacrep-standards/), particularly considering the recent revisions to the hybrid program in South Carolina. As part of this process, we are making revisions to our program syllabi to ensure they reflect the updated [CACREP](https://www.cacrep.org/for-programs/2016-cacrep-standards/) statuses and provide necessary documentation to support our program's compliance.

To enhance our assessment practices, we have also made updates to our rubrics, considering the evolving needs of our students and the profession. Ongoing training has been provided to our faculty members to ensure effective implementation of our [Tevera](https://webster.tevera.app/#/logon?message=timeout) data management system, which has been particularly crucial during the challenging times of the [COVID-19](https://www.counseling.org/knowledge-center/mental-health-resources/trauma-disaster/mental-health-professional-counseling-and-emergency-preparedness) pandemic. Recognizing the importance of [telemental](https://www.counseling.org/knowledge-center/mental-health-resources/trauma-disaster/mental-health-professional-counseling-and-emergency-preparedness) health in today's counseling landscape, we have prioritized ongoing training and module creation to support our students' competency in this area. We strive to provide them with the necessary knowledge and skills to effectively engage in [telemental](https://www.counseling.org/knowledge-center/mental-health-resources/trauma-disaster/mental-health-professional-counseling-and-emergency-preparedness) health options. In terms of program initiatives, we are actively considering various proposals and ideas to further enhance our [counseling program](https://www.webster.edu/catalog/current/graduate-catalog/degrees/counseling.html). These include exploring collaborations with main campus mental health clinics and examining the feasibility of expanding services and resources to other campuses within our institution. This would enable us to offer a broader range of clinical experiences and support to our students.

Lastly, we have experienced some transitions in our faculty members, with new members joining and others leaving the program. While these changes can have an impact on the program, we have implemented strategies to ensure a smooth transition, such as providing thorough onboarding processes and fostering a culture of collaboration and communication among faculty members. Many taking on leadership positions immediately after hire such as coordinators of the hybrid program or serving as key members on remediation committees.