

Webster University  
2007  
Graduate Counseling Program  
Assessment

# Outline

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# General Introduction

## **Introduction to COUN Program Assessments and Rationale**

The Higher Learning Commission requires periodic assessment of the Webster University COUN Program in regard to Five Criteria. This assessment is done in order to determine whether the resources, educational objectives and learning outcomes of this program meet the requirements of the Higher Learning Commission.

The responsibility to periodically assess the COUN Graduate Program at Webster University is the general responsibility of the Worldwide Director of Counseling. The current assessment process began during the 2006 –2007 academic year.

The assessment will be implemented by a COUN Graduate Program Assessment Task Force. This Task Force will be Chaired by the Worldwide Director of Counseling and include the Webster University Director of Assessment and least two Regional Coordinators of COUN.

The Assessment Task Force has the responsibility to:

1. Initiate any revision in the assessment process
2. Implement the assessment
3. Complete an analysis of the results
4. Interpret the results
5. Disseminate the results
6. Make recommendations for improvement

The Worldwide Director for Counseling is responsible for the implementation of recommendations for the improvement suggested by the assessment. The Worldwide Director for Counseling is also responsible for collecting and monitoring the demographic program data (enrollments, graduation rates, student demographics, etc.) that will be used as a part of assessments.

Graduate COUN Program reviews will take place on a four (4) year cycle. The next COUN Program reviews will occur 2010-2011.

## Assessment Goals

The following are **specific goals** of this COUN Program assessment as related to: site assessment, course assessment, and student assessment.

1. Recognition that students seeking admission to the Webster University COUN Program must meet graduate admission requirements for a strong background in the behavioral and social sciences, and show transcribed course or formal verification of competence in each of the following areas (or a content equivalent): human growth and development, psychology of learning and/or cognition, personality theory, abnormal psychology or psychopathology, and social psychology. (Page 37 2005-2007 Graduate Catalog). Students are therefore assessed for basic preparedness before admission to the graduate program.
2. Recognition that the professor's assessment of each student in each COUN course in the curriculum is a determination of that student's performance as relates to the outcome objectives specified in the course syllabus. The COUN curriculum and the course descriptions have been carefully developed to help provide each counseling student with the knowledge and skills necessary to fulfill State licensure or certification academic requirements. Hence, if a student successfully completes one of these courses, the student made tangible progress in meeting the outcome objectives of that course.
3. Determination (via survey) of COUN Program site personnel responsibilities related to the stated program goals.
4. Assessment (via survey) of each COUN Program course. The survey will be given to every professor who has taught the course from SP 2005-FA2006.
5. Determination (via survey) of the number of students successfully completing the program (and all other requirement to sit for licensure within the state trained). Determination of the number of students who have become licensed in the state after completion of the Webster program and all other requirements necessary to sit for licensure.
6. Assess (via survey) evidence that the COUN Program in each State has aligned the curriculum with licensure academic requirements.

7. Determine (via NBCC practice exam) whether each COUN course outcome objectives have been met by the students in the capstone course, COUN6000.
8. Determine (via survey) whether each COUN course syllabus indicates how the student achievement of these goals will be assessed.
9. Insure each professor is reminded of the personal responsibility for relating learning outcome objectives on the syllabus to their students.
10. Provide statistical analysis of the survey results related to student/staff, student/faculty, and student outcomes to all faculty and staff members allowing insight and comparison of individual COUN Programs standing in relation to individual, site, and university wide goal implementation.
11. Use the results of this assessment to make recommendations for improvement of the COUN program nationwide.

## Assessment Methods

The COUN Program assessment will be based upon the following:

1. Each student who graduates from the COUN Program at any site should have been assessed coming into the program (program course prerequisites), throughout the program (course performance, practicum performance, internship performance) and at the end of the program (overall grade point and curriculum requirements for graduation as well as an NBCC practice exam).
2. A survey of areas relating to each site that offers the COUN Program (see survey 1 in the Assessment Process Section)
3. A survey of professors and the syllabi that they construct. This survey (survey 2) can be found in the assessment process section.
4. A statistical analysis and interpretation will be generated and disseminated to COUN Program faculty and staff.
5. Recommendations based on these survey results will be disseminated to COUN Program faculty and staff. The Worldwide Director for Counseling will have the responsibility of implementing change as a result of these recommendations.

Webster University  
And the  
Graduate Counseling Program  
Mission Statement

A statement of the Mission and Scope of Webster University is found on page 6 of the Webster University 2005-2007 Graduate Studies Catalog. It reads:

## **Mission and Scope of Webster University**

Webster University is an independent, comprehensive, nondenominational, multicampus, international university with undergraduate and graduate programs in various disciplines, including the liberal arts and sciences, the fine and performing arts, teacher education, communications, and business and technology.

Webster University combines the cultural and intellectual legacies of the past with a pragmatic concern for meeting the challenges of the present and the future.

In doing so, Webster University:

- ❖ Creates a student-centered environment accessible to individuals of diverse age, cultures, and socioeconomic backgrounds.
- ❖ Sustains a personalized approach to education through small classes and close relationships among faculty and students.
- ❖ Develops educational programs that join theory and practice and instill in students the spirit of systematic inquiry.
- ❖ Encourages creativity, scholarship, and individual enterprise in its students and faculty.
- ❖ Promotes international perspectives in the curriculum and among students and faculty.
- ❖ Encourages in its students a critical cast of mind, a respect for diversity, and an understanding of their own and others' values.
- ❖ Fosters in its students a lifelong desire to learn and a commitment to contribute actively to their communities and the world.
- ❖ Educates diverse populations locally, regionally, nationally, and internationally.
- ❖ Strengthens the communities it serves through support of civic, cultural, corporate, and educational organizations.

Webster University was established in Webster Groves, Missouri. The University now serves students at its home campus; at four other locations in metropolitan St. Louis; on military bases across the United States; at campuses in 42 other U.S. cities and internationally at four European campuses, in Bermuda, and five in Asia.

## **College of Arts and Science Mission Statement**

Webster University's College of Arts & Sciences fosters free and rigorous intellectual inquiry among students and faculty in an atmosphere that respects differences in background, belief, and aspiration. We promote the values that ground an open, critically reflective, culturally diverse, and democratic society, and we prepare students to be active contributors to such a society.

As part of an international university, we encourage students to expand their horizons by learning the languages and worldviews of other cultures. We inspire students to seek the common ground upon which humans create sustainable relationships with each other and with their wider environment.

Owing to the general and fundamental nature of our various disciplines, we are committed to providing academic and intellectual support to the entire university.

We include several professional programs, which are guided by contemporary practices, appropriate accreditation standards, and the best recent scholarly activity.

### **Counseling Program Description**

The counseling program curriculum is designed provide individuals with the academic credentials and basic skills for a career in professional mental health counseling, marriage and family counseling or school counseling. The Counseling Graduate Program is currently offered in 27 U. S. Sites and Geneva Switzerland.

### **Counseling Program and the Mission of Webster University and the College of Arts and Science**

The Counseling Program meets all of the aspects of the Webster University Mission Statement and the College of Arts and Science Mission Statement.

Section 1  
Counseling Program Learning Goals,  
Objectives and Learning Outcomes

The Counseling Program Outcome Objectives are achieved in a variety of ways but the fundamental goal of the program is this: *The preparation of individuals for successful careers in mental health, marriage and family, or school counseling through the following:*

1. A mature, focused, and relevant counseling curriculum.
2. A faculty of practicing professionals teaching in accordance with stated course descriptions, outcome objectives, and University requirements.
3. A curriculum structured to provide students with the academic requirements of the relevant State license/certification.
4. A friendly and knowledgeable support staff focused on student service.
5. A regular four year assessment the program with outcome recommendations provided for improvement.

Note; A future program learning goal would relate to maintaining CACREP Standards should this program become CACREP Accredited in the future.

## **Curriculum Objectives**

The Counseling Program, at Webster sets both curricular and professional outcome objectives for each student. Upon completion of the Counseling Program a student will be able to:

Promptly and appropriately consult with peers or supervisors in cases of unusual complexity and refer when appropriate. CACREP II K. 1

Use appropriate counseling approaches for individuals or for groups taking into consideration issues of diversity. CACREP II. K. 2.

Associate client age and behavior to the standard developmental models for diagnosing and treating mental and emotional concerns. CACREP II K. 3

Utilize current career development constructs and assessments for the therapeutic goals of the client. CACREP II. K. 4

Demonstrate and maintain ethically appropriate helping skills. CACREP II K 5.

Knowledgeably apply appropriate group or individual assessment approaches. CACREP II K. 6, 7.

Discuss and debate the foundations of the Counseling profession including the history, organizational structures, ethics, standards and credentialing processes. CACREP II K. 8

## **Student Qualifications for successful program completion include:**

1. Having the required preparation or equivalent for admission to the program.
2. Successful completion of the core curriculum and its outcome objectives.
3. Successful completion of elective specialization and those outcome objectives.
4. Demonstration of competency with their targeted populations through successful completion of their practicum and field experience. This is viewed as a capstone experience.

### **College of Arts & Sciences Counseling Program Description**

The counseling program is designed for preparing individuals for a career in professional mental health counseling or marriage and family counseling. The curriculum is designed to provide students with the necessary theory and skills for working with individuals, couples, and families in a variety of mental health settings. Depending on the specific Webster University campus, students have the option of either an emphasis in professional mental health counseling or an emphasis in marriage and family counseling.

Locations

### **Counseling courses are offered at the following locations: Continental United States**

Albuquerque Metropolitan Campus, NM  
Brooks City-Base, TX  
Charleston Metropolitan Campus, SC  
Columbia Metropolitan Campus, SC  
Crystal Lake Metropolitan Campus, McHenry County, IL  
Fairchild AFB, WA  
Fort Bliss, TX  
Fort Bragg, NC  
Greenville Metropolitan Campus, SC  
Irvine Metropolitan Campus, CA  
Jacksonville Metropolitan Campus, FL  
Kansas City Metropolitan Campus, MO  
Lackland AFB, TX  
Lakeland & Brandon Metropolitan Campus, FL  
Marymount/Webster Program, CA  
Merritt Island Metropolitan Campus, FL

Myrtle Beach Metropolitan Campus, SC  
North Orlando Metropolitan Campus, FL  
Ocala Metropolitan Campus, FL  
Palm Bay Campus, FL  
Pope AFB, NC  
Rolla Metropolitan Campus, MO  
Sarasota/Manatee Metropolitan Campus, FL  
South Orlando Metropolitan Campus, FL  
St. Louis, MO – Home Campus

## **International**

Geneva, Switzerland

Certain state licensure laws require specific courses in addition to the above required core subject area courses, and the student should consult with the Counseling Faculty Coordinator/Academic Advisor before selecting elective courses. Also please note that certain state licensure laws do not allow for courses to be completed through Directed Studies or electronically. The student should consult with the Counseling Faculty Coordinator/Academic Advisor regarding this option.

### **General Requirements**

The student is subject to the policies and procedures for graduate studies and the specific requirements of the counseling program. As stated in the academic policies and procedure guidelines, the counseling program is excluded from dual major and sequential degree options. Courses in the counseling program are not available as nondegree or elective courses.

### **Admissions**

In addition to the general admission requirements for graduate students, the counseling program also requires a strong background in the behavioral and social sciences gained from an undergraduate degree program, from any other formal study program, or from other documented learning.

All applicants must have a transcribed course or formal verification of competence in each of the following areas (or a content equivalent): human growth and development; psychology of learning and/or cognition; personality theory; abnormal psychology or psychopathology; and social psychology. In addition, it is recommended that the applicant have a working knowledge of statistical methods.

Individual applicants who do not have the above undergraduate courses or their equivalent will be evaluated as to their undergraduate/graduate experience by an admission advisor and the Counseling Faculty Advisory Committee. Additional coursework may be required to meet the admission requirements.

Transfer of graduate credit into the program must be approved by the Counseling Faculty Coordinator/Academic Advisor. Petitions for transfer of graduate credit must be

evaluated at the time of admission. Please note that online credit and distance learning credit are not accepted in some states for licensure. If you have questions concerning this policy, please talk to your campus Counseling Faculty Coordinator or Academic Advisor.

## Section 2

### Survey Assessment (Process)

## **Webster University COUN Program Assessment Form**

**This assessment is to be completed by the Site Director (or designates). Please complete all requested information. Return this form (and the Counseling Course Assessments) no later than March 1, 2007 to:**

**Dr. David Carl Wilson, Dean Arts and Sciences  
College of Arts and Science  
Webster University  
470 E. Lockwood Ave.  
St. Louis, Missouri 63119**

### **INITIAL INFORMATION**

**Name of your site** \_\_\_\_\_

**Name of person(s) completing this form** \_\_\_\_\_

**Date of completion** \_\_\_\_\_ **Total full-time staff at your site** \_\_\_\_\_

**Total adjunct counseling faculty at your site** \_\_\_\_\_

### **SITE PERSONEL**

**List all individuals (staff) at your site who have responsibilities in the COUN program and relate those responsibilities.**

**Site Director:** \_\_\_\_\_

**COUN Coordinator (Director)** \_\_\_\_\_

**COUN Mentor** \_\_\_\_\_

COUN Advisor \_\_\_\_\_

Who is responsible for communicating with relevant State Licensure

Boards? \_\_\_\_\_

## TEACHING ASSESSMENT

Please have the instructor or a designated syllabi assessor review the syllabi used for all COUN courses taught at your Site from SP 2005 through FA 2006. Please use the Counseling Course Assessment included and attach a completed Counseling Course Assessment to each syllabus. No need to do any syllabus twice.

Total Number of Adjuncts who Taught \_\_\_\_\_

Total Number of Syllabi Included \_\_\_\_\_

## STUDENT ASSESSMENT

How many students graduated from your COUN Program in the past year completing all requirements to sit for state licensure?

Total Number \_\_\_\_\_

Of the Number above, approximately how many have been licensed?

\_\_\_\_\_

Estimate the percentage of COUN program graduates from your site who, after completing all requirements to sit for your state licensure, become licensed. \_\_\_\_\_ %

What percentage of your COUN students have been assessed by outside people or agencies in relationship to a practicum or field experience?

\_\_\_\_\_ %

How long do you keep records of practicum or field experience assessments? \_\_\_\_\_

Does your site use NCC practice exams with your COUN students?

\_\_\_\_\_

## LICENSURE ASSESSMENT

**Include, for each COUN licensure program taught at your site, evidence that your program meets (or exceeds) state licensure requirements.**

### **CACREP ACCREDITATION ASSESSMENT**

**Please list the names of all COUN faculty and staff at your site who support CACREP Accreditation for the Webster University Counseling Program.**

**We sincerely thank you for your participation in this program assessment**

**Our Program Learning Outcome Objectives and where we are meeting them:**

<b>Program Learning Outcomes</b>	<b>Professional Identity</b>	<b>Social and Cultural Diversity</b>	<b>Human Growth and Development</b>	<b>Career Development</b>	<b>Helping Relationships</b>	<b>Group Work</b>	<b>Assessment</b>
COUN 5020: Foundations							
COUN 5050: Human Development							
COUN 5100: Social Cultural							
COUN 5140: Psychopharmacology							
COUN 5150: Psychopathology							
COUN 5200: Theories of Counseling							
COUN 5220: Assessment							
COUN 5540: Family Systems							
COUN 5545: * Blended Family Therapy							
COUN 5560: Human Sexuality							
COUN 5600: Group							

COUN 5630: Substance Abuse							
COUN 5635: Special Populations							
COUN 5640: Marriage and Family counseling							
COUN 5645: * BSFT							
COUN 5650: Conjoint							
COUN 5660: Sexual Counseling							
COUN 5680: School Counseling							
COUN 5700: Lifestyle and Career							
COUN 5800: Professional Orientation							
COUN 5820: Consultation							
COUN 5850: Research							
COUN 6000 Practicum							
COUN 6500 Field Exp							

# COUNSELING COURSE ASSESSMENT

Course Prefix, Number & Section \_\_\_\_\_

Course Name \_\_\_\_\_

Instructor/Assessor \_\_\_\_\_

Date \_\_\_\_\_

**DIRECTIONS:** Please read this carefully and check all that apply. Use the course descriptions found in the graduate catalogue and your course syllabi in completing this assessment.

A. Relate how this COUN course (in your opinion) **meets the outcome objectives** as related in the course description. Check all that apply.

- Instructor lecture/presentation
- Reading requirements
- Written requirements
- Exams
- Course discussion/activity
- Required out of class activities/experiences

B. Indicate how the syllabus for this course **relates to the student the course outcome objectives** as found in the course description and indicate how the **student achievement of these outcomes will be assessed** (Remember to attach the course syllabus to this form). Check all that apply.

Course learning outcomes are related to the student on this syllabus in:

- A list of learning outcomes on syllabus
- Process of the course
- Other \_\_\_\_\_

Student achievement of course learning outcomes as related in the course description are assessed within:

- Exams
- Papers
- Logs
- Class exercises
- Other \_\_\_\_\_

**Please Note:** It is suggested that all COUN Program Syllabi have (after the Course Description) a statement of Outcome Objectives based on the Course Description.

Outcome objectives are statements of expected student skills and abilities after the successful completion of the course. These outcome objectives are also assessed within the course. Usually, the syllabus will list between 3-5 outcome objectives. For example:

**Outcome objectives:**

Upon completion of this course the student is expected to be able to:

1. Explain the major theories of counseling.
2. Diagnose the presenting mental or emotional symptoms of the counseling client.
3. Apply appropriate therapeutic techniques consistent with best clinical practices.
3. Analyze progress of the client and make appropriate treatment plan corrections.
4. Articulate clearly a personal theory of counseling.

C. **How could you improve** the course syllabus in the course? Check all that apply.

Include exact course description

Develop course learning outcomes

Specify the process of the course

Other \_\_\_\_\_

Student achievement of COUN course outcome objectives could be better assessed by the use of:

Exams

Papers

Logs

Class Exercises

Other \_\_\_\_\_

How will you improve this course or syllabus? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SITE DIRECTOR VERIFICATION**

This COUN course continues to meet the learning outcomes for the course as related in the course description.

Site Director (Signed) \_\_\_\_\_