

**Instructions for using this document**

\_\_\_\_\_. Programs may

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

		<p>and develop a narrative that follows the human throughout his or her life span. Associated rubrics are used to evaluate the final paper using Likert scale criteria for measuring key performance.</p> <p>COUN 5050 Grow You Own Human Ev</p>	<p>below the 2.0 meets criteria for relevance &amp; implications. Based on these numbers, it appears that students had challenges connecting the dots between course content and the final paper content. See attached appendices for Coun 5050 Hum. Growth &amp; Dev. Rubric.</p>	<p>understanding, or for enrichment activities.</p>
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2. Identify the cultural context of relationships, issues and trends in a multicultural society that impact the counseling process.

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3. 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.

\*\* Apply ethical and legal standards as well as knowledge of public mental health policy, financing and regulatory processes to mental health counseling.

**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.

Student learners are assessed and evaluated regarding performance on quizzes, Vignettes Debates, and Exams projects where they can demonstrate the application of ethical and legal considerations in counseling, and advocacy processes to address social and institutional barriers that impede access, equity, and success for clients. These assignments require the student to extrapolate and extend ethical guidelines to real word case scenarios. Associated rubrics are used to evaluate the final paper using Likert scale criteria for measuring key performance.

COUN 5800 ETHICS  
syllabi SUMMER 20

Scores for the Coun 5800 Professional Orientation and Ethical Practice reflect mastery of the key concepts from the course as evidenced by scores of 3.0 for content knowledge and responsiveness on the final writing project. Student scored lower in the areas of presentation and writing skills.

Faculty will continue to support student increase their ability to demonstrate the application of ethical and legal considerations in the ethics course. Faculty will review in detail expectations for presentation of the material as well as encourage usage of the writing center to support writing efforts.

No changes to curriculum presentation are warranted at this time.

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.

Student learners are assessed and evaluated regarding performance on career development exploration techniques and assessments in an ethical context. The career Genogram and final projects are key performance indicators for the course and inform student outcomes. The goal of the career genogram assignment is to assist the student in career selection and personal development through the integration of information obtained from the genogram. These assignments require the student to apply

During the transitional period from paper assessment to the

information gleaned from projects to extend personal awareness of career choice and its impact of self and community.

2.D Syllabus- COUN

				presentation are warranted at this time.
<p>7. Apply individual and group approaches to assessment and evaluation in a multicultural society.</p> <p>** Employ various assessment techniques associated with professional mental health counseling to appropriately intervene in meeting the needs of diverse clients.</p>	<p><b>Coun 5220 Assessment</b> 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.</p>	<p>Student learners are assessed and evaluated regarding performance on summative and formative performance on the weekly discussions, exams, case studies, and the self-assessment report.</p> <p>2.D Syllabus- COUN 5220.OH Assessment</p>	<p>Scores for the Coun 5220 Assessment were consistently above 2.82 on a likert scale of 0 to 3.0. The meets to exceeds mean ranged from 2.82 to 3.00. This course is performing well and as expected as evidenced by the scores noted. See rubrics.</p>	<p>Faculty will continue to</p>



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

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

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

Apply ethical and legal standards as well as knowledge of public mental health policy, financing and regulatory processes to mental health counseling

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

**-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).

**-Coun 5610 Tech of Counseling Skills Course** is taught twice a year in the summer and spring. This course emphasizes



	<p>practice are foundational to this course. Multicultural and ethical components are integrated. Course may be repeated for credit if content differs.</p>		<p>made strides in application of techniques and theories.</p> <p>See rubrics.</p>	
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***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 COVID continues to surge all over the country the counseling program has had to make adjustments to support student safety in the learning process. To that end, mitigating the ebb and flow of student enrollment due to the uncertainty of on ground class and their availability, faculty and staff have had to be creative in course presentation which has impacted the program and the assessment process. Namely, the students that had plans to attend class on ground were asked to attend online which created a learning curve that some were not amenable to but persisted none the less. Moreover, several classes presented in a combined format to meet student needs. For example, faculty taught students on ground and via zoom simultaneously on several occasions throughout the South Carolina campuses. In fact, the frequency and scheduling were modified, flipped classrooms were implemented to increase participation, and revision of course assignments were undertaking in support of the diverse learners. In addition, regarding field experience courses specifically processes or protocols were updated to support tele-mental health training for students and field experience sites that provide web-based services.

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

The assessment report is shared in one drive with all faculty and the key performance indicators are shared during an annual faculty meeting in the spring of each year.

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

The program is currently in the functioning phase of the assessment process. There are smaller areas of improvement that will soon be in revision because of the upcoming CACREP self-study due in part to the combining of programs across campuses for a cohesive presentation on paper to mimic the current presence of faculty, staff, and student interactions in the counseling program.

**Demographic Data**

**Graduation Rate of New FA18 MA in Counseling w/ Emp in CMHC Graduate Students, by Campus**

Campus	FA18 Cohort Total	# Graduating as of May 2021	Graduation Rate
Webster Groves	10	3	30%
Charleston/Columbia/Myrtle Beach	25	9	36%

**Job Placement Rate of 2019-2020 MA in Counseling w/ Emp in CMHC Graduate Students, by Campus**

Campus	Graduation Rate
Webster Groves	88.9%
Charleston/Columbia/Myrtle Beach	50.0%



**Fall 2021 Headcount of International Students at Domestic Locations of MA Counseling w/ Emphasis in CMHC, by Campus**

<b>Campus</b>	<b>Headcount</b>
Webster Groves	1
<u>Charleston/Columbia/Myrtle Beach</u>	<u>0</u>

**Fall 2021 Headcount of Military Students - MA Counseling w/ Emphasis in CMHC, by Campus**

<b>Campus</b>	<b>Active Duty</b>	<b>Veterans</b>
Webster Groves	0	3
Charleston/Columbia/Myrtle Beach	3	2