

Program Information and Mission Statements

Counseling and Development, MEd

College or Unit	College of Education
Department	Counseling, Leadership, and Educational Studies
Academic Year	2020 - 2021
Date Submitted	2021-09-09 11:44:26 by Costner, Beth Greene
Program Coordinator	
Dean or Unit Head	Rakestraw, Jennie F.
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Program Mission Statement	The mission of the Counseling and Development Program is to provide a rigorous, engaging, and transformational experience for skilled and adept counselors-in-training. Faculty work tenaciously to build culturally-responsive and supportive relationships with students in order to implement a developmental, integrative, experiential and strengths-based curriculum. The program goal is to develop ethical professional counselors who are leaders, consultants, advocates, collaborators, and change agents.
Department Mission Statement	The Counseling, Leadership, and Education Studies department prepares candidates to meet the needs of 21st Century learners, families, and clients through degree programs offered at the undergraduate and graduate levels in both teacher education and non-licensure degree programs.
Unit Mission Statement	We prepare professionals to become lifelong leaders, learners, and contributing citizens who demonstrate excellence in their fields in order to serve individuals, schools, partner organizations, and the community. Our work is grounded in a rich heritage that creates a culture of caring, excellence, and innovation.
University Mission Statement	Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the State of South Carolina...The values of service, excellence, diversity, community, and leadership provide the foundation of Winthrop's continuing development and shape Winthrop's continuing success...Winthrop students acquire and develop knowledge, skills, capabilities, and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problem, and adapt to change. [Full mission statement: https://www.winthrop.edu/president/default.aspx?id=1620]
Assessment Plan Comments	

Program Outcomes

Program Outcome 1	The Counseling and Development Program will align the curriculum with the 2016 CACREP Standards.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Goal 6: Maintain national accreditation for all COE programs.
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	

**Activities
(based on prior year's Continuous
Improvement Action Plan)**

We reviewed all SLOs with links to the CACREP standards so that candidates in year one and year two are being assessed on key outcomes and with common instruments. This goal was impacted by COVID-19, faculty changes, increased use of adjuncts during this year. Hopefully this goal can be fully attained in 2021-2022AY.

Assessment Method 1

CACREP Mid-Cycle Review

Target

The Counseling and Development Program will receive approval of CACREP Mid-Cycle Review from the accrediting body.

Assessment Results

Mid-Cycle report from CACREP was delayed due to COVID-19 Pandemic.

Discussion of Assessment Results

Assessment Method 2

CACREP Standards Evaluation Plan

Target

The program will develop Student Learning Outcomes for courses taken in the first-year.

Assessment Results

Changes in faculty and COVID-19 limited the faculty's ability to complete this task.

Discussion of Assessment Results

**Continuous Improvement Action Plan
for next year**

During the 2021-2022 AY the faculty will finalize all SLOs with links to the CACREP standards so that candidates in year one and year two are being assessed on key outcomes and with common instruments.

Program Outcome 2

The Counseling and Development Program will maintain a healthy level of enrollment.

**Alignment of outcome with the
Winthrop Plan, if applicable**

- Goal 1: Enrollment growth and increased retention and graduation rates

**Alignment of outcome with the
College's Strategic Plan, if applicable**

COE Strategic Goal 1: Enhance recruitment, retention, and program completion of diverse, high quality students. (Aligns with WU Goal 1)

**Alignment of outcome with the
[University Learning Competencies
\(ULCs\)](#), if applicable**

- WU-ULC 1: Graduates think critically and solve problems.

**Summary Statement of Assessment-
based Accomplishments and
Improvements
(based on prior year's Continuous
Improvement Action Plan)**

During the 2021-2022 AY the faculty will finalize all SLOs with links to the CACREP standards so that candidates in year one and year two are being assessed on key outcomes and with common instruments.

**Activities
(based on prior year's Continuous
Improvement Action Plan)**

The program improved the maintenance of records, but more work is needed in the next year.

Assessment Method 1

Admission numbers for the 2020 cohort

Target

The Counseling and Development Program will admit a full cohort of 25 students each summer.

Assessment Results

Summer 2019 cohort: 21 students. The summer 2020 cohort consisted of 26 students. Summer 2021 Cohort is projected to be 26 students.

Discussion of Assessment Results

The goal of admitting at least 25 was obtained. Improved coordination with the Graduate Office, prompt response to potential students and follow helped to reach our goal.

Assessment Method 2

Retain admitted cohorts to graduation at a 100% rate.

Target

The Counseling and Development Program will retain all admitted students from 2019-2020.

Assessment Results

2019 – 2020 Admitted 21 students – Graduated 20* students May 2021

*One student opted out of the program due to personal reason. Student has since been reinstated for summer 2021.

Discussion of Assessment Results

2019 – 2020 Admitted 21 students – Graduated 20* students May 2021

*One student opted out of the program due to personal reason. Student has since been reinstated for summer 2021.

Continuous Improvement Action Plan for next year

Continuation of on campus open house and zoom open house at different times in the fall 2021. Program presentation to HDFS and Psychology courses on campus.

Student Learning Outcomes

Student Learning Outcome 1

Students will develop a professional counseling identity.

Alignment of outcome with the Winthrop Plan, if applicable**Alignment of outcome with the College's Strategic Plan, if applicable**

COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 2: Graduates are personally and socially responsible.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)**Activities (based on prior year's Continuous Improvement Action Plan)**

There is not comparison data from previous years. Due to the number of faculty changes and using multiple adjuncts in 2019 – 2020, and 2020 – 2021. The faculty will continue to work collectively in 2021-2022 to design a new Professional Fitness Review system that will facilitate collection of meaningful data that support the development of candidates across the two-year program. The system will include data collection processes, data sharing, monitoring of candidates, and opportunities for collective support of the professional development of ethical counselors.

Assessment Method 1

Professional Fitness Review (PFR) – Year One

This dispositional assessment was developed by program faculty to assess first-year students' adherence to aspects of ethical counseling practice as well as development of professional counselor identity development.

Target

Students will score a minimum of 3 out of 4 on all areas of the Professional Fitness Review.

Assessment Results

PFR process was impacted by faculty changes and COVID-19 Pandemic.

Discussion of Assessment Results**Assessment Method 2**

Professional Fitness Review (PFR) - Year Two

This dispositional assessment was developed by program faculty to assess second-year students' adherence to aspects of ethical counseling practice as well as development of professional counselor identity development.

Target

Students will score a minimum of 3 out of 4 on all areas of the Professional Fitness Review.

Assessment Results

PFR process was impacted by faculty changes and COVID-19 Pandemic.

Discussion of Assessment Results

Continuous Improvement Action Plan for next year

The faculty will continue to work collectively in 2021-2022 to design a new Professional Fitness Review system that will facilitate collection of meaningful data that support the development of candidates across the two-year program.

The faculty will continue to work collectively in 2021-2022 to design a new Professional Fitness Review system that will facilitate collection of meaningful data on Professional Identity that support the development of candidates across the two-year program.

Student Learning Outcome 2

Students will apply the Multicultural Counseling Competencies when working with clients.

Alignment of outcome with the Winthrop Plan, if applicable**Alignment of outcome with the College's Strategic Plan, if applicable**

COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 2: Graduates are personally and socially responsible.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

The overall score on assessments does inform program determination that candidates are gaining the intended understanding of Multicultural Counseling Competencies. In the future the program will explore an item analysis to determine trends in aspects competencies that may be either strengths or areas for development.

Activities (based on prior year's Continuous Improvement Action Plan)

In 2021 – 2022 the program will monitor student scores in CSDV 605 Diversity in Counseling and scores on the CPCE National Exam in the Multicultural area.

Assessment Method 1

CSDV 605 (Diversity Issues in Counseling) Final Case Study

This assessment is the final examination for this course. Students are presented with a memoir at the beginning of the semester. At the conclusion of the semester, students must respond to series of questions addressing different aspects of the Multicultural Counseling Competencies.

Target

Students will score 85/100 on this examination.

Assessment Results

The mean score for 2020-201 was 97.6. This compared to 88.4 in 2019-2020.

Discussion of Assessment Results

Course design was impacted by COVID-19 Pandemic. Course content and textbook was included at a high level. Students had limited access off campus due to COVID-19 Pandemic.

Assessment Method 2

Counselor Preparation and Comprehensive Examination (CPCE)

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 160 multiple choice questions.

Target

Students are expected to score within one standard deviation below the mean in Social and Cultural Diversity. For this examination period, the mean was 10.0 with a standard deviation of +/- 2.7 for a target of 7.3 or higher

Assessment Results

Our CPCE mean score was 9.3. Two students did not meet the standard and retested.

Discussion of Assessment Results

COVID-19 Pandemic impacted normal testing procedures. Students were separated into two groups, and some were under COVID testing restrictions and did not test on campus. Several students waited until the CPCE was offered online in April. Most students performed well in this content area.

Continuous Improvement Action Plan for next year

Return to more interactive learning with student presentations.

Compare the 2022, 2021 and 2020 results.

Student Learning Outcome 3 Students will explain human growth and development theories as they apply to the counseling process.

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 2: Graduates are personally and socially responsible.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

The program will continue to exam data and performance at an overall level. Using this metric, the candidates are exceeding expectations in the assessments.

Activities (based on prior year's Continuous Improvement Action Plan)

Trying to maintain and improve some systems in preparation for the next accreditation review by CACREP

Assessment Method 1

CSDV 623 (Advanced Counseling Interventions) Theory of Change Assignment

During their final semester, students complete a Theory of Change (Reflection) assignment in which they articulate their professional theory of how and why people change. This assignment includes articulating the existing human development theories associated with their approach.

Target

Students are expected to score 80/100.

Assessment Results

2019 mean scores 97/100 and 2020 mean score 98/100

Discussion of Assessment Results

The results were positive. The point and method of assessment should be changed from CSDV 623 to the CSDV 614 course to align with the SLO.

Assessment Method 2

Counselor Preparation and Comprehensive Examination

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions.

Target

Students are expected to score within one standard deviation below the mean in Human Growth and Development. For this examination period, the mean was 10.9 with a standard deviation of +/- 2.4 for a target of 8.5.

Assessment Results

Our mean score = 2021 = 10.8, 2020 mean score 12.2

Discussion of Assessment Results

Student scored well in Human Growth and Development. The content of this area is included in one of the first courses taken in the two-year program.

Continuous Improvement Action Plan for next year

Change Assessment Method #1 from CSDV 623 to CSDV 614 using the Final Exam scores and Life Development Papers scores.

In 2021 – 2022 include two written assignments on the four stages of development. Students will need to reflect, describe, use individual experiences, and content knowledge to examine the selected stages.

Student Learning Outcome 4

Students will differentiate among career assessments to inform client needs and growth.

Alignment of outcome with the Winthrop Plan, if applicable

Alignment of outcome with the College's Strategic Plan, if applicable

COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 2: Graduates are personally and socially responsible.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

Without data from 2018-2019 it is difficult to ascertain whether the course delivery mode impacted candidate performance, but with course work going 100% online in fall 2019 it does provide an opportunity for the program to reflect on ways that the course can be restructured to the virtual environment.

Activities (based on prior year's Continuous Improvement Action Plan)

In 2021 – 2022 selected core classes will require reflection papers on content learned and application of knowledge in their counseling development.

Assessment Method 1

CSDV 603 (Career Development) Final Exam

Students will be presented with a case study at the conclusion of the semester to which they are expected to apply appropriate career assessments and provide justification for their selections.

Target

Students will score a minimum of 80% on the CSDV 603 Final Exam.

Assessment Results

The final Exam was impacted by COVID-19 and exclude Spring 2021.

Discussion of Assessment Results

It was necessary to add a new adjunct to teach the course this spring. Some assessments were scaled back to make the course manageable during COVID-19.

Assessment Method 2

Counselor Preparation and Comprehensive Examination

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions

Target

Students are expected to score within one standard deviation below the mean in the area of Career Development. For this examination period, the mean was 11.3 with a standard deviation of +/- 2.2 for a target of 9.1.

Assessment Results

Our mean scores were 11.8 in 2021. The mean score in 2020 was 10.2.

Discussion of Assessment Results

Students continue to above the national score in Career Development.

Continuous Improvement Action Plan for next year

In 2021 – 2022 We will bring in Career Development experts from Campus and the School Community to discuss best practices in the field.

The Program will use recent graduates to facilitate study groups and recommend study material prior to CPCE exam in December 2021.

Student Learning Outcome 5

Students will demonstrate foundational counseling skills that are informed by theory.

Alignment of outcome with the Winthrop Plan, if applicable**Alignment of outcome with the College's Strategic Plan, if applicable**

COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 2: Graduates are personally and socially responsible.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

**Activities
(based on prior year's Continuous
Improvement Action Plan)**

This SLO is new, and upon reflecting on the assessments utilized, the program faculty recognize that the assessment may not accurately assess the foundational skills. Therefore, the program faculty will review and update the assessment to assess the skills more accurately to be evaluated in 2021 - 2022.

Secondly, the faculty will integrate new concerns over intentional self-care activities in each class. Faculty also will begin utilizing the Tolerance of Ambiguity Scale throughout the program to assess progress in the development of the ability tolerate ambiguous situations. This area was highlighted during COVID-19.

Assessment Method 1

CSDV 610B and 612 Midterm Evaluations

Students receive a final evaluation at the conclusion of their Practicum II experience. During this experience, students implement foundational helping skills.

Target

Students will score "Very Good" or "Superior" in 3 areas of foundational skills.

Assessment Results

Discussion of Assessment Results

Assessment Method 2

CSDV 610B and 612 Final Evaluations

Students receive a final evaluation at the conclusion of their Practicum II experience. During this experience, students implement foundational helping skills.

Target

Students will score "Very Good" or "Superior" in 3 areas of foundational skills.

Assessment Results

The COVID-19 Pandemic and counseling in a virtual world was new for schools, agencies, and students. Our student continued to perform well.

Discussion of Assessment Results

Evaluation continued to be good in this exceedingly difficult environment.

**Continuous Improvement Action Plan
for next year**

The Programs must continue to make connections with Site Supervisors and review evaluations.

Student Learning Outcome 6

Students will assess the implementation of group counseling procedures.

**Alignment of outcome with the
Winthrop Plan, if applicable**

**Alignment of outcome with the
College's Strategic Plan, if applicable**

COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

**Alignment of outcome with the
[University Learning Competencies
\(ULCs\)](#), if applicable**

- WU-ULC 2: Graduates are personally and socially responsible.

**Summary Statement of Assessment-
based Accomplishments and
Improvements
(based on prior year's Continuous
Improvement Action Plan)**

**Activities
(based on prior year's Continuous
Improvement Action Plan)**

Due to COVID –19 students moved to a Tele Mental Health (Virtual Counseling) with Community Counseling and Virtual Counseling in K-12. Students became very proficient with limited training to use these new methodologies in virtual counseling. Our students received high marks on evaluations from Site Supervisors.

Assessment Method 1

CSDV 606 (Group Counseling) Group Counseling Observation

Students complete an observation and assessment of an active counseling group in the community. Students write an assessment of this group based on group counseling theory, skill, and practice.

Target

Students will receive a minimum of "Satisfactory" on all areas of the assignment rubric.

Assessment Results

All 25 students received a minimum of "Satisfactory" on all assignments. The instructor did an excellent job on integrating lessons learned in course from virtual environment Spring 2021. Student conducted small group counseling sessions virtually using zoom for the first time. Small group presentation was conducted virtually.

Discussion of Assessment Results

Student feedback on the course and designed was positive.

Assessment Method 2

Counselor Preparation and Comprehensive Examination

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions.

Target

Students are expected to score within one standard deviation below the mean in Group Counseling. For this examination period, the mean was 12.3 with a standard deviation of +/- 2.2 for a target of 10.1

Assessment Results

Our mean score = 12.4 exceeding the national score.

Discussion of Assessment Results

Students continue to perform well in this course and national exams. Areas of Strengthens on the CPCE Exam, Human Growth, Career Development, Group Counseling, Research. CPCE areas of concern Professional Development Ethics, and Social Cultural Diversity.

Continuous Improvement Action Plan for next year

The instructor will add explicit instructions on assignments and include more information in the syllabus and on blackboard.

Review the impact of using recent program graduates to facilitate study groups with second year students preparing for the CPCE Exam in 2022.

Student Learning Outcome 7

Students will integrate basic concepts of qualitative and quantitative assessment into practice.

Alignment of outcome with the Winthrop Plan, if applicable**Alignment of outcome with the College's Strategic Plan, if applicable**

COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)

Alignment of outcome with the [University Learning Competencies \(ULCs\)](#), if applicable

- WU-ULC 2: Graduates are personally and socially responsible.

Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)

Due to COVID – 19 social distancing requirements. Students had limited opportunity to expand development outside the virtual classrooms. Student engaged new opportunities to attend webinars and use online resources to expand their content knowledge in counseling.

Activities (based on prior year's Continuous Improvement Action Plan)

Students continue to do well in Assessment and Research. Additionally, several papers are required using research and reviewing assessment material in clinical practice using a critique template provided in the syllabus.

Assessment Method 1

CSDV 607 (Assessment and Testing) Progressive Case Study Assessment

Students complete a case study throughout the course with opportunities to apply the assessments and skills learned to the case. At the conclusion of the semester, students are asked to select and justify their selection of the assessment and skills to utilize in assessment with the case study. Student progress is assessed utilizing a rubric.

Target

Students will receive a minimum of "Satisfactory" on all areas of the assignment rubric.

Assessment Results

Students performed very well on the 4 Progressive Case Study Assessment Analysis. All scored above satisfactory on all areas of the rubric.

Discussion of Assessment Results

The course was offered online due to COVID-19, student continued to do well.

Assessment Method 2	Counselor Preparation and Comprehensive Examination This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 160 multiple choice questions.
Target	Students are expected to score within one standard deviation below the mean in` Assessment. For this examination period 2021, the mean was 9.7 with a standard deviation of +/- 2.1 for a target of 7.6.
Assessment Results	Our score = 9.2
Discussion of Assessment Results	The Spring 2021 results were higher than normal. The use of former graduate students as study group leader, influence the scores and increase current student confidence in the assessment questions on the CPCE.

Continuous Improvement Action Plan for next year	Course will continue to be offered online and add a scheduled virtual meeting during the semester to maintain interaction with students Include more discussion on assessments in the study group leading up to the CPCE Exam.
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Student Learning Outcome 8	Students will design a research methodology that will be used to inform their practice.
Alignment of outcome with the Winthrop Plan, if applicable	
Alignment of outcome with the College's Strategic Plan, if applicable	COE Strategic Goal 2: Expand student development within and beyond coursework. (Aligns with WU Goal 2)
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	<ul style="list-style-type: none"> WU-ULC 2: Graduates are personally and socially responsible.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	In several courses research-based assignments have been added in CSDV 605, CSDV 607, CSDV 614, and CSDV 618. Student feedback has been positive using a course reflection short paper normally 3 – 5 pages.
Activities (based on prior year's Continuous Improvement Action Plan)	The final student course evaluation and course academic performance. In addition to the use of a course reflection paper. Provides some qualitative and quantitative data to review. The faculty and program leadership in 2021 -2020 will consider how to examine candidate performance in a disaggregated fashion.

Assessment Method 1	CSDV 623 (Advanced Counseling Interventions) Final Theory Paper Students complete a final theory paper in which they explore the history and training required for a counseling theory they will use as a foundation for their practice. With this they will develop a plan to ensure their practice is informed by research as well as evaluate the effectiveness of their practice.
Target	Students will receive a minimum of "Satisfactory" on all areas of the assignment rubric.
Assessment Results	Our student scored above 93% on the Final Theory Paper. The data from 2020 was 90% on the Theory Paper.
Discussion of Assessment Results	Students continue to engage this final paper with integrative knowledge and insight from the program. The Theory paper is that last major assignment before graduation.

Assessment Method 2	Counselor Preparation and Comprehensive Examination This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions.
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Target	Students are expected to score within one standard deviation below the mean in Research and Evaluation. For this examination period, the mean was 10.4 with a standard deviation of +/- 2.2 for a target of 8.2
Assessment Results	Our student score = 10.4
Discussion of Assessment Results	Our students score well in Research on the CPCE. The evidence is also displayed on the Final Theory Paper.

Continuous Improvement Action Plan for next year	Faculty members will complete additional training and seminars in Advance Counseling skills. Utilize recent former students as facilitators for study groups leading up to CPCE Exam. Find additional resources to help students prepare for the exam.
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Documentation supporting every data claim is to be submitted with the Continuous Improvement Report. Supporting documentation should include all planning documents and materials that demonstrate progress toward achieving stated outcomes. These may include, for example, rubrics, rubric results, samples of student work, minutes of decision-making meetings, surveys, survey results, scores on subject area tests, licensure results, curricular revisions, or other appropriate information.

Supporting Documentation

File

[2021 CPCE CSDV.pdf](#)

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