

**2016-2017 Annual Report for Graduate Programs in Counseling
Gardner-Webb University
School of Psychology & Counseling**

Summary of Program Evaluation Results

Graduate faculty members reviewed evaluation data derived from the Annual Learning Assessment for the Clinical Mental Health Counseling Program and the School Counseling Program for the 2016-2017 academic year. Analysis of this data indicates that most students are performing successfully in all curricular areas. There were no areas of concern specific to either the Clinical Mental Health Counseling Program curriculum or the School Counseling Program curriculum. The following concerns related to both programs were noted:

- Based on students' performance on assessment measures in **CEDU 605 (Advanced Human Growth and Development)**, it is recommended that additional attention to professional writing and presentation skills be incorporated into assignments for this course.
- Based on students' performance on assessment measures in **CEDU 645 (Career Development)**, there is no evidence to suggest that the curricular design of the program related to the content of this course needs to be changed. However, the instructor noted that the areas in which students lost the most points were related to their writing skills. Since this course is taught in the third year of the program, it is recommended that program faculty explore ways to enhance the quality of students' writing skills earlier in the program.
- Based on most students' performance on assessment measures in **CEDU 602 (Counseling Theories and Techniques II)**, there is no evidence to suggest that the curricular design of the program related to the content of this course needs to be changed. However, concerns related to a few students who did not meet expectations in some assessment areas highlight a potential need for instituting a more formalized approach to offering opportunities for additional supervised skill development.

Program Modifications

Based on the concerns noted above, the following program modifications are in progress:

- In response to concerns noted by several faculty members regarding weaknesses in the quality of student writing, a research paper has been added to the requirements for **CEDU 601 (Counseling Theories and Techniques I)**. This course is taken by students in both programs during their first semester of enrollment. Faculty members are continuing to explore additional ways of enhancing students' professional writing skills.
- Beginning in Spring 2018, an individual research paper will be added to the requirements for **CEDU 605 (Advanced Human Growth and Development)** which is offered in the spring semester of the first year of the program. To further support student learning in this content area, faculty members are examining new textbooks that will include more in-depth coverage of developmental theories.
- In response to concerns noted in **CEDU 602 (Counseling Theories and Techniques II)**, more intentional individual remediation opportunities are being offered to students who need additional skill development.

Other Substantial Program Changes

During the 2016-2017 academic year, program faculty worked collaboratively to develop a Master Syllabus for each of the courses offered in both the Clinical Mental Health Counseling Program and the School Counseling Program. These syllabi include program-wide course policies as well as course-specific learning objectives, student learning outcomes, and assessment measures based on the curriculum guidelines in the 2016 CACREP Standards.

Program Outcome Data for 2016-2017

	Clinical Mental Health Counseling Program	School Counseling Program
Total # of Graduates (2016-2017)	6	4
Pass Rate on Licensure Exam (2016-2017)	100%	100%
Job Placement Rate (2016-2017)	100%	75%
Completion in Expected Timeframe (based on average for students beginning the program between 2009-2013)	76%	70%
Overall Graduation Rate (based on average for students beginning the program between 2009-2013)	86%	74%
<i>These numbers reflect students enrolled in programs housed on the Boiling Springs campus only. The Charlotte campus program has not been in place long enough for any students to have completed the program.</i>		

Based on those students who reported on their post-graduation employment, Gardner-Webb graduates are taking positions in private practices, agencies, therapeutic residential programs, schools, departments of corrections, positions with individuals and families on issues of grief and loss, and in positions serving individuals recovering from substance abuse. In addition to the data reported above on the job placement rate of 2016-2017 graduates, responses from a survey completed by graduates who completed one of our counseling programs between 2012 and 2017 indicate that **98% of graduates who sought employment in the field of counseling are currently employed in the counseling field.**