

**2017-2018 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 2017-2018 academic year. Analysis of this data indicates that most students are performing successfully in all curricular areas. Based on students' demonstration of mastery of content, the curricular design of the program will be maintained. In addition to maintaining the current curriculum, we are continuing to attend to professional writing and presentation skills. A number of changes were implemented during the 2017-2018 academic year toward that end. The completion of a research paper was added to the requirements for both CEDU 601 (Counseling Theories and Techniques I) and CEDU 605 (Advanced Human Growth and Development). This requires students to complete a significant research paper in both fall and spring semesters of their first year in the program. Faculty members will monitor the degree to which these changes affect students' writing skills as they move into more advanced courses.

**Program Modifications**

Based upon observations by faculty members and feedback from site supervisors, it was determined that practicum and internship students could benefit from an understanding of the content covered in CEDU 655 (Psychodiagnostics and Treatment Planning) prior to entering their clinical field experiences. Therefore, CEDU 655 has been moved to an earlier point in the developmental course sequence so that students will have completed that course prior to entering internship. This will facilitate a greater clinical readiness for the internship experience.

**Other Substantial Program Changes**

- In response to feedback from CACREP reviewers, master syllabi for several courses were updated to more explicitly describe some curricular content related to CACREP curriculum standards.
- A policy statement related to cohort membership was adopted that outlined a formal process for students to transfer from one program/cohort to another.
- The policy on add-on licensure coursework was updated to incorporate additional educational requirements related to the LPCA licensure.

## Program Outcome Data for 2017-2018

	<b>Clinical Mental Health Counseling Program</b>	<b>School Counseling Program</b>
<b>Total # of Graduates</b> (2017-2018)	15	5
<b>Pass Rate on Licensure Exam</b> (2017-2018)	100%	100%
<b>Job Placement Rate</b> (2017-2018)	92%	100%
<b>Completion in Expected Timeframe</b> (based on average for students beginning the program between 2008-2014)	70%	74%
<b>Overall Graduation Rate</b> (based on average for students beginning the program between 2008-2014)	77%	88%
<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 2017-2018 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.**