

**2018-2019 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 2018-2019 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 overall 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 continue to monitor the degree to which these changes affect students' writing skills as they move into more advanced courses.

Program Modifications

- All master syllabi were updated to include the university Final Exam Policy.
- The policy on add-on licensure coursework was updated to more explicitly outline the application process.
- The assessment measure for one of the student learning outcomes for the Clinical Mental Health Counseling Program was changed to reflect a change in the timing of students taking the CPCE. Since students no longer take the CPCE during the semester in which they take CEDU 699, it is no longer appropriate to use that standardized test as an assessment measure for that course. Beginning with the 2018-2019 assessment period, CEDU 699 will incorporate the following SLO:

| Student Learning Outcome | Means of Assessment |
|--|---|
| CMH-SLO 2c: Demonstrate understanding and connection between therapeutic conceptualizations and interventions with professional counselor identity and responsibilities. | CEDU 699 – Demonstrate knowledge of the elements of mental health counseling program development and implementation that contribute to the effective provision and management of competent counseling services to a variety of client populations with specific attention to theoretical application, diagnosis, treatment planning, career readiness, and advocacy through a final project presented to graduate counseling faculty. |

Program Outcome Data for 2018-2019

| | Clinical Mental Health Counseling Program | School Counseling Program |
|---|--|--|
| Total # of Graduates (2018-2019) | 11 | 9 |
| Pass Rate on Licensure Exam (2018-2019) | 100% | 100% |
| Job Placement Rate (2018-2019) | 100% | 89% |
| Completion in Expected Timeframe (rate for students who began in 2015) | 83% | 91% |
| Overall Graduation Rate (rate for students who began in 2015) | 100% | 100% |
| Completion in Expected Timeframe (based on average for students beginning the program between 2008-2015) | 77% | 69% |
| Overall Graduation Rate (based on average for students beginning the program between 2008-2015) | 82% | 81% |

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 2018-2019 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.**