Clarks Summit University Graduate School

Annual Report (2016-2017)

For the 2016-2017 school year, the Master of Science in Counseling (MSC) program offered graduate-level courses to students in both campus and online formats.  The students came from widely diverse backgrounds (see demographics below).

In 2015-2016, CSU graduated 6 students from the program.  This represents an MSC completion rate of 29% from those who started in 2012, with 7% still enrolled.  An additional 14% graduated from CSU in another master's program.

Graduates from 2015-2016 were surveyed to determine job placement rates.  All graduates surveyed responded. All graduates reported employment in the helping professions or continuing education within 3 months of graduation (50% residential, 50% online).

## Evaluation

Core counseling faculty performed an annual evaluation of students, faculty, and courses, to determine appropriate action steps for program improvements.

### Student Evaluation

This year, one student was dismissed from the program for personal issues that were impacting performance.  Two students were identified as needing remediation before progressing within the program.  Expectations were clearly described to the students, and the next steps were delineated.  One student chose to leave the program, and the other pursued the necessary change and remains in the program in probationary standing.

### Faculty Evaluation

Faculty completed self-evaluations and were evaluated by students and colleagues. Aggregate data is listed below.  It is notable that the faculty was understaffed this year, and strongly commendable that in this challenging time, professors have handled the heavier loads well.

Faculty colleagues determined that Dr. Lynelle Buchanan had earned a rank increase from Associate Professor to Full Professor.  The rank committee concurred with the recommendation and granted it.

Student evaluation came in both formal and informal ways.  Students are asked to complete a course assessment at the end of each class that includes evaluation of both the course content and professor behaviors.  Student concerns led to one professor taking a break from teaching in light of his current personal priorities.  It is hoped that he will be able to return as soon as the other demands in his life lessen.

### Program Evaluation

Follow up on changes from last year

There were two main modifications to the program sponsored by last year's evaluation.

1) CO630 Human Sexuality was moved from an elective course to a required one.  More states are requiring a specific course in sexuality, and students' weak knowledge bases justified the need for this change.  That course ran in Fall II online and the responses from students were overwhelmingly positive.  In faculty discussion, the textbook was considered and reaffirmed as the best choice for the course.  Student performance on the final exam was strong, and in their Critical Reflection Papers, students confirmed that course objectives had been met.
2) In response to licensure requirements primarily emanating from Midwest states, a new course, CO701 Evaluation and Consultation of Mental and Mood Disorders, was developed.  It ran for the first time in Spring II.  It had a smaller cohort for its first offering but was well-received by the students who took the class.  Based on Ohio and Michigan requirements, additional Mental and Mood disorder courses may be appropriate additions.  The Core Faculty will consider adding another course during next year's evaluation, based on student demand and response.
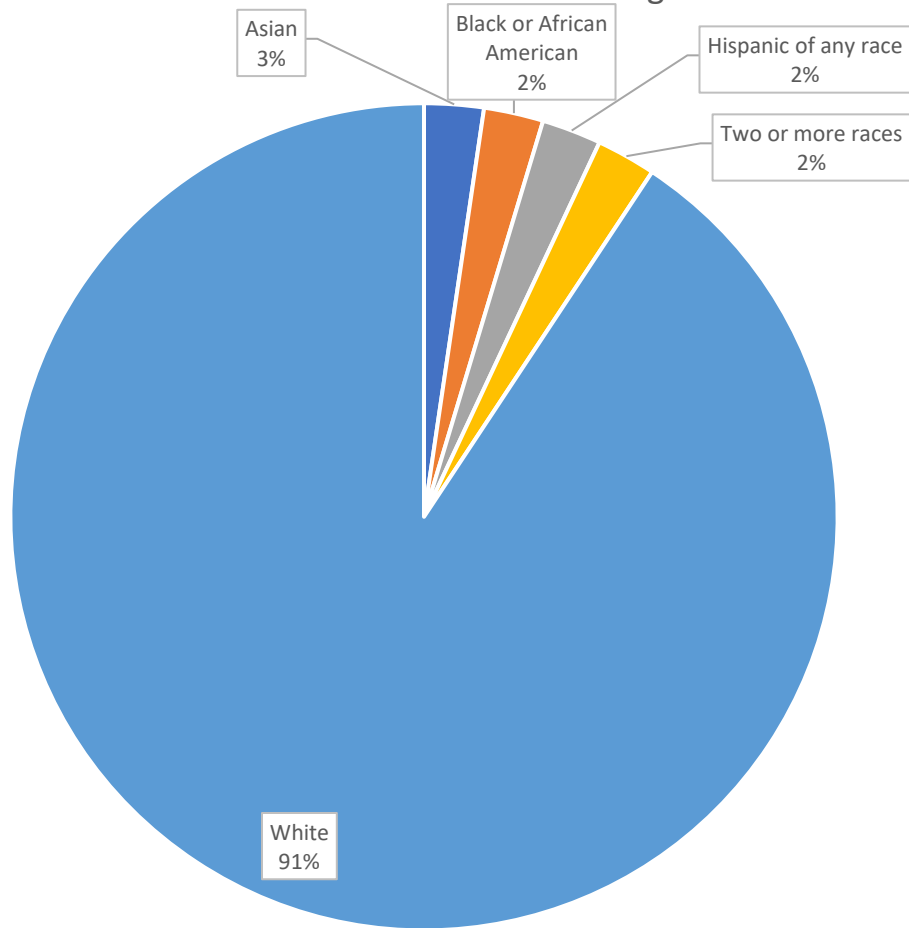
New considerations

 Counseling faculty completed an assessment matrix that aligns institutional, program and course goals to ensure effective achievement of those goals.  In that process, it was determined that overwhelmingly, our courses are achieving strong outcomes.  However, assessment and feedback was challenging for program requirements that did not have specific course codes tied to them—specifically, observations and co-counseling.  Course codes will be created to allow for better tracking, student appraisal, and feedback.

 No additional programmatic changes were recommended at this time.

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## Race/Ethnicity 2016-2017
### Master of Science in Counseling



Asian
3%

Black or African American
2%

Hispanic of any race
2%

Two or more races
2%

White
91%

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**Gender 2016-2017**
Master of Science in Counseling

Male
42%

Female
58%