

CLINICAL MENTAL HEALTH COUNSELING PROGRAM OUTCOMES

Number of Students Enrolled in the Program

2018-2019 Academic Year	59
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Number of Graduates from Program

2017-2018 Academic Year	16
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Student Retention within Program

The University of Scranton allots six years for the completion of a master's degree. Students in the Clinical Mental Health Counseling (CMHC) program have the ability to take classes at a good pace for themselves. The master's of science degree requires the completion of 60 academic credit hours, and students can take up to 12 academic credit hours in one semester. Of students who started the Community Counseling program (the program switched from Community Counseling to CMHC in the 2014-2015 academic year) in the 2009-2010 academic year, 67% of students had completed their program by the beginning of the current (2015-2016) academic year. Of students who started the Community Counseling program in the 2010-2011 academic year, 60% of students completed their program by the beginning of the current academic year. Of students who started the Community Counseling program in the 2011-2012 academic year, 75% of students completed their program by the beginning of the current academic year.

The Clinical Mental Health Counseling Program had an enrollment of 54 MS degree students in the fall of 2017 and 45 MS degree students in the fall of 2016. A total of 14 students graduated from the program during the 2016-2017 academic year, and 25 students graduated from the program during 2015-2016. All students passed the clinical requirements in practicum and internship. 100% of graduates who responded to the 2017 Post-Graduation Activities Survey were fully employed.

Average time to complete the program:

Students who graduated during the 2014 – 2015 academic year took an average of 2.75 years to complete the program. Because our program provides scheduling flexibility that allows for both part- time and full-time students, the time to complete the program varies. While students can technically complete the program within 2 years, the fastest recommended timeframe to complete the program is around 2.25 years (for example, students starting August 2018 and graduating December 2020).

Employment Rates:

Academic Year	In-field employment rates
2017-2018	100% (10 of 14 graduates polled responded, and 10 of 10 were fully employed)
2016-2017	83.3% fully employed, 4.2% in additional education, 4.2% in other, and 8.3% still seeking employment (24 out of 25 graduates responded; 20 were fully employed, 1 was seeking further education; 2 were still seeking employment, and 1 was in another category)
2015-2016	100% (5 out of 5 graduates polled responded, and 5 out of 5 were fully employed)
2014-15	83.3% (6 out of 9 graduates polled responded, and 5 out of 6 were fully employed)

Results of Alumni Survey

Alumni who graduated during the 2007 – 2008 and 2010 – 2011 academic years were surveyed to assess how well prepared graduates of our

program were for professional practice in both knowledge and skill. Respondents used a Likert Scale (1 = not at all prepared, 2 = poorly prepared, 3 = adequately prepared, 4 = well prepared, 5 = thoroughly prepared) to respond to 26 questions.

Strengths

On average, respondents indicated that graduates were more than adequately prepared on all 26 items and well prepared on 15 of the 26 items. A few examples of areas in which respondents believed our graduates were well prepared were: Ability to treat each client with respect as a unique individual (4.6); Understanding of and ability to apply concepts of cultural diversity to work with clients (4.4, 4.2); Ability to accurately assess client's needs (4); Ability to apply ethical and legal guidelines (4); and Ability to use crisis intervention strategies when appropriate (4).

Areas for Improvement

Although respondents reported that they were adequately prepared in all program objectives, we have identified a few areas in which we aim to strengthen student learning. These areas are: Understanding of research design and methodology (3.4); Ability to incorporate assessment into the counseling process in a meaningful, ethical manner (3.4); and Ability to develop treatment plans (3.8).

To address the first two areas of improvement, we made relevant changes to the Appraisal Techniques (COUN 504) and Research Methods (COUN 505) courses and will continue to assess student learning in both courses to determine the effectiveness of changes made. To address the third area of improvement, we created a new required course, COUN 577: Evidence Based Practice, which is designed to teach students to develop and implement appropriate treatment plans. These changes were part of a comprehensive redesign of the entire program which was completed in August of 2013.

Results of Employer Survey

Employers of alumni who graduated during the 2007 – 2008 and 2010 – 2011 academic years were surveyed to assess how well prepared graduates of our program were for professional practice in both knowledge and skill. Respondents used a Likert Scale (1 = not at all prepared, 2 = poorly prepared, 3 = adequately prepared, 4 = well prepared, 5 = thoroughly prepared) to respond to 27 questions.

Strengths

On average, respondents indicated that graduates were more than adequately prepared on all 27 items and well prepared on 11 of the 27 items. A few examples of areas in which respondents believed our graduates were well prepared were: Ability to treat each client with respect as a unique individual (4.4); Understanding of the importance of the counseling relationship (4.4); Ability to conduct individual counseling (4.2); Ability to accurately assess client's needs (4); and Ability to apply ethical and legal guidelines (4.2).

Areas for Improvement

Although respondents reported that they were adequately prepared in all program objectives, we have identified a few areas in which we aim to strengthen student learning. These areas are: Understanding of appraisal processes including assessment, psychometric concepts, relevant ethical and legal concerns, and the integration of appraisal results into the counseling process (3.4); Ability to develop treatment plans (3.8); and Ability to accurately assess (diagnose) client needs/concerns (4).

To address the first area, we made relevant changes to the Appraisal Techniques (COUN 504) course. To address the second area, we created a new required course, COUN 577: Evidence Based Practice, which is designed to teach students to develop and implement appropriate treatment plans. To address the third area, we made significant changes to the Assessment and Diagnosis (COUN 549) course. We will continue to assess student learning outcomes in each of these courses in order to determine the effectiveness of our changes. These changes were part of a comprehensive redesign of the entire program which was completed in August of 2013.

National Counselor Examination (NCE) Pass Rate for Both

CACREP-accredited Programs and for CMHC Students (2015 – present)

Academic Year	Number of Test Takers	Pass Rate
2010	17	94%
2011	15	87%
2012	Unknown	Unknown
2013	18	72%
October 2014	14	86%
April 2015*	12	92%
October 2015*	10	90%
April 2016*	6	67%
October 2016*	8	75%
April 2017*	2	100%
October 2017*	4	100%

* Data for CMHC students only