

**RESULTS OF  
THE COMPREHENSIVE ASSESSMENT PROCESS  
and  
RESULTING PROGRAM MODIFICATIONS**

**2014-2015**

**COUNSELOR EDUCATION PROGRAM**  
**Marriage, Couple, and Family Therapy**  
**Mental Health Counseling**  
**School Counseling**  
**Counselor Education and Supervision**

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## The Assessment Process

The assessment strategy of the Counselor Education Program (with tracks in Clinical Mental Health Counseling, Marriage, Couple, & Family Therapy, School Counseling, and Counselor Education & Supervision) involves systematic assessment of two key areas of student performance: knowledge and skills/practices. We assess areas of student performance with both formative and summative measurements.

Knowledge-based competencies comprise information deemed as fundamental for student success in the counseling field and includes such content areas as Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. Student knowledge is assessed using (a) course grades throughout the program, (b) scores on nationally normed exams such as those used for graduation (i.e. the Counselor Preparation Competency Exam) and licensure/certification (i.e. those administered by the State of Florida), and (c) scores on the student portfolio rubric.

Skills and Practice-based competencies refer to those demonstrable counseling skills that students need to master to become proficient as professional counselors. Skills and Practices are evaluated using (a) the Counseling Competencies Scale (CCS) at multiple points during the program (MHS 5005, MHS 6401, & MHS 6803) done at midpoint and final of each of these courses and (b) the Internship Site Supervisor Evaluation done at midpoint and final of each semester of internship.

To measure graduates, site supervisors', and employers' perceptions about graduates' knowledge and skills levels, we have also developed "program specific questions" for counselor education students to complete as part of the survey and Advisory Board processes. The surveys and feedback from the Advisory Board analyzes respondents' opinions about the degree to which graduates are prepared to become a highly qualified professional counselor. These questions were designed based on the required core curricular areas outlined by the Council of Accreditation for Counseling and Related Educational Programs (CACREP).

The assessment process is managed by the Track Coordinators Committee, consisting of the following individuals:

- Dr. W. Bryce Hagedorn, Program Director of Counselor Education
- Dr. Dayle Jones, Coordinator of the Clinical Mental Health Counseling program
- Dr. Sejal Barden, Coordinator of the Marriage, Couple, and Family Therapy program
- Dr. Stacy Van Horn, Coordinator of the School Counseling program
- Dr. Mike Robinson, Coordinator of the Counselor Education & Supervision program

## Track Specific Formative & Summative Assessment Results (2014-2015)

### Clinical Mental Health Counseling Program

#### *Knowledge*

In 2014-2015, the UCF mean total score for Clinical Mental Health Counseling students on the CPCE (M=99.5) was higher than the national mean score of the CPCE (M=88) for that year.

In 2014-2015, **94.5%** of the students in the Clinical Mental Health Counseling Program met all portfolio requirements.

In 2014-2015, the National Board for Certified Counselors (NBCC) provides the State of Florida with the National Clinical Mental Health Counselors Exam (NCMHCE) for their licensure exam. This exam was successfully passed by **69%** of the Clinical Mental Health Counseling graduates on their *first attempt*. As a comparison, for the entire state of Florida, the first time pass rate of all test-takers was 60%.

#### *Skills & Disposition*

In 2014-2015, **100%** of the students in the Clinical Mental Health Counseling Program enrolled in **MHS 5005: Introduction to the Counseling Profession** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Counseling Competencies Scale-Revised © (CCS-R; Lambie, Mullen, Swank, & Blount, 2014).

In 2014-2015, **100%** of the students in the Clinical Mental Health Counseling Program enrolled in **MHS 6401: Techniques of Counseling** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Counseling Competencies Scale-Revised © (CCS-R; Lambie, Mullen, Swank, & Blount, 2014).

In 2014-2015, **100%** of the students in the Clinical Mental Health Counseling Program enrolled in **MHS 6803: Practicum in Counselor Education** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Counseling Competencies Scale-Revised © (CCS-R; Lambie, Mullen, Swank, & Blount, 2014).

In 2014-2015, **100%** of the students in the Clinical Mental Health Counseling Program enrolled in **MHS 6830: Internship in Counseling** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Site Supervisor Evaluation. This evaluation consists of standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Specialty Area Skills & Practices for Clinical Mental Health Counseling.

### ***Survey Results***

Reviewing the data presented for the graduates from the Clinical Mental Health Counseling Program, among the 12 survey items, **5/12 survey domains rated 90% or higher** in responses that were “strongly agree or agree” related to becoming a highly qualified professorial counselor (Coursework in the Counselor Education Program, Practicum/Internship, Professional Identity & Ethics, Career Development, Helping Relationships). **7/12 survey domains rated below 90%** in responses that were “strongly agree or agree” (Coursework outside the Counselor Education Program, Portfolio, Social/Cultural Diversity, Human Growth and Development, Group Work, Assessment, Research and Program Evaluation).

### ***Narrative Feedback from Constituents***

- Continue to emphasize strong gatekeeping processes for students
- Increase communication for acquiring internship locations
- Increase communication for graduation preparation
- Heavier emphasis on techniques and theories
- Graduates need better preparation in crisis counseling, grief counseling, trauma, and extensive diagnostic assessment.
- More emphasis on multicultural counseling
- Revamp the Human development course to Developmental Counseling course
- School counseling students should do their practicum in a school
- Need for consistency among faculty supervisors when it comes to practicum and internship
- Add more research opportunities for master’s students
- Provide more options for certificates or other elective courses

## Marriage, Couple, and Family Therapy Program

### *Knowledge*

In 2014-2015, the UCF mean total score for Marriage, Couple, and Family Therapy students on the CPCE (M=97.2) was higher than the national mean score of the CPCE (M=88) for that year.

Note: Even though the Marriage, Couple, and Family Therapy students overall mean score for the CPCE was higher than the national average, in one administration of the exam there were two specific benchmark categories (*Group Work* and *Research & Program Evaluation*) where students' mean scores were slightly lower than the national average.

In 2014-2015, **100%** of the students in the Marriage, Couple, and Family Therapy Program met all portfolio requirements.

In 2014-2015, the Association of Marital and Family Therapists Regulatory Boards (AMFTRB) MFT National Examination was successfully passed by approximately **50%** of the Marriage, Couple, and Family Therapy graduates on their *first attempt*. As a comparison, for the entire state of Florida, the first time pass rate of all test-takers was 50%.

### *Skills & Disposition*

In 2014-2015, **100%** of the students in the Marriage, Couple, and Family Therapy Program enrolled in **MHS 5005: Introduction to the Counseling Profession** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Counseling Competencies Scale-Revised © (CCS-R; Lambie, Mullen, Swank, & Blount, 2014).

In 2014-2015, **100%** of the students in the Marriage, Couple, and Family Therapy Program enrolled in **MHS 6401: Techniques of Counseling** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Counseling Competencies Scale-Revised © (CCS-R; Lambie, Mullen, Swank, & Blount, 2014).

In 2014-2015, **100%** of the students in the Marriage, Couple, and Family Therapy Program enrolled in **MHS 6803: Practicum in Counselor Education** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Counseling Competencies Scale-Revised © (CCS-R; Lambie, Mullen, Swank, & Blount, 2014).

In 2014-2015, **100%** of the students in the Marriage, Couple, and Family Therapy Program enrolled in **MHS 6830: Internship in Counseling** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Site Supervisor Evaluation. This evaluation consists of standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Specialty Area Skills & Practices for Marriage, Couple, and Family Counseling.

### ***Survey Results***

Reviewing the data presented for the graduates from the Marriage, Couple, and Family Therapy Program, among the 12 survey items, **5/12 survey domains rated 90% or higher** in responses that were “strongly agree or agree” related to becoming a highly qualified professorial counselor (Coursework in the Counselor Education Program, Practicum/Internship, Professional Identity & Ethics, Career Development, Helping Relationships). **7/12 survey domains rated below 90%** in responses that were “strongly agree or agree” (Coursework outside the Counselor Education Program, Portfolio, Social/Cultural Diversity, Human Growth and Development, Group Work, Assessment, Research and Program Evaluation).

### ***Narrative Feedback from Constituents***

- Continue to emphasize strong gatekeeping processes for students
- Increase communication for acquiring internship locations
- Increase communication for graduation preparation
- Heavier emphasis on techniques and theories
- Graduates need better preparation in crisis counseling, grief counseling, trauma, and extensive diagnostic assessment.
- More emphasis on multicultural counseling
- Revamp the Human development course to Developmental Counseling course
- School counseling students should do their practicum in a school
- Need for consistency among faculty supervisors when it comes to practicum and internship
- Add more research opportunities for master’s students
- Provide more options for certificates or other elective courses

### School Counseling Program

#### *Knowledge*

In 2014-2015, the UCF mean total score for School Counseling students on the CPCE (M=94) was higher than the national mean score of the CPCE (M=88) for that year.

Note: Even though the School Counseling students overall mean score for the CPCE was higher than the national average, there was one specific benchmark category (*Human Growth and Development*) where students' mean score was slightly lower than the national average.

In 2014-2015, **100%** of the students in the School Counseling Program met all portfolio requirements.

In 2014-2015, the Florida Teacher Competency Exam Subject Component Specialization: Guidance and Counseling PK-12 was successfully passed by **100%** of the School Counseling students on their *first attempt*.

#### *Skills & Disposition*

In 2014-2015, **100%** of the students in the School Counseling Program enrolled in **MHS 5005: Introduction to the Counseling Profession** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Counseling Competencies Scale-Revised © (CCS-R; Lambie, Mullen, Swank, & Blount, 2014).

In 2014-2015, **100%** of the students in the School Counseling Program enrolled in **MHS 6401: Techniques of Counseling** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Counseling Competencies Scale-Revised © (CCS-R; Lambie, Mullen, Swank, & Blount, 2014).

In 2014-2015, **100%** of the students in the School Counseling Program enrolled in **MHS 6803: Practicum in Counselor Education** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Counseling Competencies Scale-Revised © (CCS-R; Lambie, Mullen, Swank, & Blount, 2014).

In 2014-2015, **100%** of the students in the School Counseling Program enrolled in **SDS 6947: Internship in Professional School Counseling** successfully demonstrated the required counseling competencies (counseling skills, professional dispositions, and professional behaviors) as measured by the Site Supervisor Evaluation. This evaluation consists of standards from (1) the 12 Florida Educator Accomplished Practices Benchmarks (FEAPs, [a] Assessment/ Research, [b] Communication, [c] Continuous Improvement, [d] Critical and Creative Thinking, [e] Diversity, [f] Ethics and Professionalism, [g] Human Development and Learning, [h] Knowledge and Presentation of Subject Matter, [i] Learning Environment, [j] Planning, [k] Role of the Professional School Counselor, and [l] Technology); (2) the FL-DOE Competencies and Skills: Guidance and Counseling PK-12 (13th ed.; 2010); and (c) the Council for Accreditation of Counseling and



Related Educational Programs (CACREP, 2009) Specialty Area Skills & Practices for School Counseling.

***Survey Results***

Reviewing the data presented for the graduates from the School Counseling Program, among the 12 survey items, **7/12 survey domains rated 85% or higher** in responses that were “strongly agree or agree” related to becoming a highly qualified professorial counselor (Individual Counseling, Group Counseling, Classroom Guidance Curriculum, Program and Service Coordination, Programmatic Evaluation/Accountability, Multicultural Counseling & Development, Ethical Practice & Advocacy). **5/12 survey domains rated below 80%** in responses that were “strongly agree or agree” (Consultation Services, Crisis Management/Interventions, Academic Advising, Career Counseling & Development, Student Assessment & Appraisal).

***Narrative Feedback from Constituents***

- Continue to emphasize strong gatekeeping processes for students
- Increase communication for acquiring internship locations
- Increase communication for graduation preparation
- Heavier emphasis on techniques and theories
- Graduates need better preparation in crisis counseling, grief counseling, trauma, and extensive diagnostic assessment.
- More emphasis on multicultural counseling
- Revamp the Human development course to Developmental Counseling course
- School counseling students should do their practicum in a school
- Need for consistency among faculty supervisors when it comes to practicum and internship
- Add more research opportunities for master’s students
- Provide more options for certificates or other elective courses

## Summary of Assessment Process

The Counselor Education Program faculty members employ multiple data collection sources to support their programmatic effectiveness, accountability, and ongoing improvement. Specifically, the Counselor Education Program faculty members:

1. Use assessment data per the UCF institutional effectiveness report to strengthen programmatic effectiveness.
2. Collect data at programmatic transition points to assess students' development throughout their program of study (e.g., CCS data per Introduction to Counseling, Techniques of Counseling, and Practicum in Counseling courses)
3. Gather data on faculty members' "Residency of Experience" (for state approved programs) and support faculty members' experience in schools and agencies.
4. Collect data from multiple surveys to gain insight about programmatic effectiveness and student satisfaction
5. Review student remediation data for all Counselor Education students
6. Gather retention data for counselor education graduates
7. Update & modify the Counselor Education curriculum per CACREP (2009) and NCATE (2008) Standards
8. Update & modify the Counselor Education curriculum per new state accreditation standards
9. Review Counselor Education Program enrollment data to inform programmatic decision-making
10. Collect data from the Counselor Education program advisory group to inform programmatic decision-making
11. The Counselor Education Program plans to continue to strengthen our programmatic assessment processes to enhance the effectiveness of our pedagogy and the development of ethical & effective school counselors.
12. In addition, the Counselor Education Program developed the following new data collection sources last academic year and continue to support our continuous programmatic improvement processes: (1) Graduating graduate students survey are specific to each specialty area (on Qualtrics), (2) Graduate Student Alumni survey are specific to each specialty area (on Qualtrics), and (3) Internship Site Supervisor Evaluation Forms for both midterm and final evaluations will be on online through Qualtrics.

## **Program Modifications Made as a Result of Assessment Results**

- Human Services Minor – the development of a Minor (to start, a Major to follow) in Human Services was explored as a means of increasing the strength of our applicant pool as well as to provide an opportunity to fund doctoral students (who will teach the courses).
  - The Faculty agreed to continue to move forward on this minor with a projected start date of Fall 2016.
- The Multicultural course had been a pre-requisite for Practicum, which was interfering with students' timely progression through the Program.
  - The Faculty changed the requirement to a Pre-requisite for Internship.
- Some students at their internship sites are reporting that they do not have a fully licensed supervisor on the premises while clients are being served
  - A registered intern is often identified as the “lead counselor”, which can have its own concerns if a client needs to be hospitalized (i.e. the Baker Act).
  - A new role description (e.g., “Lead Counselor”) and policy was created that outlines the procedures that must be taken if the licensed supervisor is not at the location with the Intern.
- In response to feedback from graduates and employers, several new courses were considered and are in the process of being developed. A New Course Committee was formed consisting of Drs. Jones, Barden, and Van Horn
  - Trauma and Crisis – this has been noted as a significant need by graduates, employers, and site supervisor. Dr. Kelchner will begin the process. In the meantime:
    - Psychological First Aid Training (6-hour course offered free by the VA). Dr. Hagedorn will send the information to all faculty to see if it will work for classes (Mental Health Care Systems (for CMHC), Family 2 (for MCFT), and Coordination of School Counseling (for SCH).
  - Psychopharmacology – Dr. Hundley has submitted all the necessary papers and will be offering this course as a special issues course in spring 2015.
  - Spiritually in Counseling course – Dr. Hagedorn (SW currently has this course)
  - Advanced Techniques – Dr. Jones would like to offer a possible weeklong course
  - Grief and loss/trauma – Drs. Hundley and Barden
  - Counseling Students with Exceptionalities course – Dr. Van Horn
- In response to dropping licensure pass rates, Dr. Hagedorn has begun a mandatory Graduation Orientation that occurs the semester before students graduate. Topics covered in this meeting include (a) preparing for the CPCE exam, (b) preparing for the licensure exam, ensuring all documents have been submitted to graduate, (d) the portfolio, etc.
  - Graduation orientation update – Dr. Hagedorn had over 70 students attend. Topics covered included (a) the CPCE exam study guides, (b) certificate information (we need to make sure students know they must apply for the certificate before their last semester), (c) state licensing exam (and when to take it), etc.
- In response to student challenges in completing their required hours in Practicum 1, the Faculty agreed to a new policy whereby CMHC and MCFT students must accumulate 60 direct hours over the course of two semesters of practicum (and can do their group experiences in either semester). SCH students' requirements have not changed.

- In response to the competitive nature of the CPCE Exam, a score of 80 has been the standard for a while, yet the national average has been closer to 90. Our overall average for the last three tests was 92. We can research this further during the IE discussion that will occur during the summer institute. Continue discussion in the future
- Doctoral Comprehensive Finals – discussion ensued over the goal and purpose for doctoral comps. Some advisors give the exact questions and some don't provide any direction. One idea was to experiment with one cohort for a take home Comp Exam as a pilot. Faculty agreed to try a take home Comp Exam for the current second year doctoral students (beginning in 2016).
- In response to ambiguity by applicants related to a written goal statement, the Faculty discussed their desires related to this application requirement. It was decided that the content for this goal statement will be added to the Counselor Education website.
- In response to students' desire to specialize in working with the military and veterans, Dr. Hagedorn investigated the likelihood of our students being able to enroll in the Graduate Certificate in Military Social Work. After meeting with Social Work faculty, it was agreed that our students could take these course (four classes are needed to get certificate). SW will hold 5 slots per class for Counselor Ed students.