

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

2016-2017

COUNSELOR EDUCATION PROGRAM
Clinical Mental Health Counseling
Marriage, Couple, and Family Therapy
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-Revised (CCS-R) 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 Coordinator of Counselor Education
- Dr. Dalena Taylor, Coordinator of the Clinical Mental Health Counseling program (MA)
- Dr. Sejal Barden, Coordinator of the Marriage, Couple, and Family Therapy program (MA)
- Dr. Stacy Van Horn, Coordinator of the School Counseling program (MA, MEd, EdS)
- Dr. Ann Shillingford, Coordinator of the Counselor Education & Supervision program (PhD)

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-R 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 and NCATE 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 continues to use the following data collection sources 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 are specific to each specialty area (on Qualtrics).

Program Modifications Made as a Result of Assessment Results

The following changes were implemented as a result of the Assessment Process during 2016-2017:

- Based on student and alumni feedback, the following **Programmatic Changes** will be implemented:
 - To more closely align with the CACREP specialty area, the Program decided to add “Clinical” to the Mental Health Counseling program name
 - Clinical Hour requirements for state licensure
 - The State of Florida changed # of required hours for MHC/MFT licensure for internship: used to need 1000 hours, but when CACREP changed their hours to 600 for CACREP programs, the state followed suit. Traditionally the CMHC/MCFT have completed 2 Pracs and 2 internships, equaling 1100 hours.
 - Practicum and Internship Changes Implemented
 - CMHC/MCFT students will continue with two practicums with future plans for Practicum II to be off campus at community sites.
 - SCH students will continue with one practicum, preferably at our Sanford partnership schools
 - Internship for all students will be changed to 600 hours (over two semesters for CMHC and MCFT students) to reflect the CACREP/State of Florida requirements
 - Human Service Minor
 - As a result of a needs assessment, the Program is moving all Human Services courses on-line with the plan for doctoral students to eventually serve as the primary instructors (for GA funding)
 - Block Schedule
 - In response to student and alumni feedback about the challenges with course scheduling, the program and track coordinators presented a model for a block schedule and a single admission (Fall).
 - Concerns were raised about part-time students and maintaining our current student numbers.
 - Faculty approved the move to a block schedule beginning in Fall 2017, with one admission for MCFT and SCH (Fall) and two for CMHC (Fall & Spring)
 - Portfolio Updates
 - The Portfolio process needs to be updated to include technology (CDs are becoming cumbersome and don’t allow for easy access for report-writing). Possible formats discussed include
 - LiveText, Dropbox, Flash drive, Wiki uploads, SeeSaw
 - CPCE Passing Scores
 - Faculty discussed increasing the passing score to 90.

- Certificate Program in Athletic Performance Counseling
 - A proposal was discussed to create a certificate for both counselor ed. and exercise education majors. More information will be gathered and presented in the future.
- Cultural Competence
 - Feedback was shared related to some observations that our students could be more culturally competent. The faculty agreed that a more systematic discussion and approach needs to happen.
 - A committee was formed to discuss action steps for the program to implement in the near future.
- Recruitment for Doctoral applicants
 - Following a review of our last admission process (less applicants than normal), we have decided to:
 - Move the doctoral interviews earlier in January.
 - Revamp the schedule (keep the modular areas that are productive, spend more time promoting the faculty and the program)
 - Delete the writing and supervision pieces and build the counseling and teaching pieces
 - To promote the faculty and the program, we will implement a "Speed dating" format between faculty and candidates so that each faculty member gets to share her/his background.
 - Lunch with be with the faculty and evening reception will be with doctoral students
- Based on student and alumni feedback, the following **Curricular Changes** will be implemented:
 - Master's Programs
 - Adding a special topics course in Grief and Loss Counseling: this can be added to a new certificate program in Crisis/Trauma
 - Adding a special topics course in Advanced Diagnosis and Treatment Approaches: Applications of Neuroscience
 - Adding a Crisis/Trauma Course
 - In response to continued feedback regarding the need for our students to be better prepared to address clients' traumatic experiences, the program has developed a new syllabus for a crisis/trauma course: faculty approved it moving forward to the graduate curriculum committee.
 - The faculty agreed that the course should start as an elective and be considered for a requirement in the future.
 - Doctoral Program
 - Changing the name for MHS 7311 to Professional Issues in Counselor Ed II.
 - Doctoral Program Advanced Practicum course feedback
 - The Advanced Practicum will be moved out of Sanford and back to the CCRC.
 - Doctoral students will carry 2-3 clients in their first semester

- Doctoral students must receive both triadic and group supervision (CACREP requirement) and during the course, a portion of that time should be dedicated to providing supervision for their small groups