

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

**2018-2019**

**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 student outcomes (knowledge, skills/practices, dispositions) and follow-up studies of alumni, site supervisors, and employers. We assess areas of student performance with both formative and summative measurements and we assess alumni, site supervisors, and employers using surveys to measure their satisfaction in preparation and their feedback related to program strengths and areas for growth.

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.

Professional Dispositions are assessed using (a) the Behaviors/Disposition scale of the Counseling Competencies Scale-Revised (CCS-R) at multiple points during the program (MHS 5005, MHS 6401, & MHS 6803), (b) a bi-annual review of all students in the Program and (c) the Counselor Educator in Training Assessment Scale (CETAS).

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 2018-2019:

- Based on student, alumni, site supervisor, and employer feedback, the following **Programmatic Changes** have been implemented:
  - To continue to address students' cultural competence, the faculty continue to implement various initiatives, to include:
    - Implementing a new assignment in the MHS 5005 course to have incoming students pick a book from a list of diversity topics and come ready to discuss in the Intro Labs.
    - Promoting student involvement with trips to Dominica and South Africa
    - Creating opportunities in the Parramore neighborhood for student and faculty involvement
    - Creating opportunities for students and faculty to work with migrant farmworkers in Apopka and the uninsured in Central Florida
    - Continuing our sister-clinics for Practicum students in 3 title 1 schools in Sanford.
  - To better align programmatic decisions, the Faculty have identified specific Program Values
    - Diversity, Advocacy & Leadership, Ethical & Competent Practice, Professional Scholarship and Clinician Self-Care
  - To increase opportunities for student participation at local conferences, the UCF Play Therapy Conference was designated as equal to the UCF Counseling Conference for fulfillment of the requirement for the Portfolio
  - To better prepare students for their Cohort Plan of study, a New Plan of Study Form and List of Electives was created
  - Faculty continue to be very involved with the recruitment of a diverse student body, to include participation at the UCG Graduate Fair
  - Doctoral student wellness and stress management have been addressed through several discussions with students and faculty, which resulted in:
    - The creation of a new mentoring system where students are paired with a minimum of two faculty members
    - The requirement for faculty to more clearly indicate that requests for assistance be either a "requirement" (as a part of the student's curriculum/program or their graduate assistantship) or an "opportunity" (being invited to conduct research, co-teach, other opportunities)
    - The creation of an annual meeting between faculty and doctoral students where expectations are clarified for each incoming cohort
  - To better assess doctoral students' competence, a new comprehensive final exam was developed, and the format was changed to a take-home version.
  - To ensure that adjunct faculty members are oriented to the Program's expectations,
    - Incoming adjunct faculty attend a mandatory orientation meeting with the Program Coordinator

- Course shepherds have been identified who will ensure that course content is consistent across all course sections.
  - To address concerns related to internship sites, the Faculty approved a 1-year probation period for all new sites where after their continuation will be based on student feedback.
  - To better assess student dispositions, a new Dispositional Assessment was created by adapting the CCS-R to address student academics, professional behaviors, and personal behaviors
- Based on student, alumni, site supervisor, and employer feedback, the following **Curricular Changes** have been implemented:
  - Master's Programs
    - To better prepare students to address client trauma, the Trauma Certificate was developed and is awaiting approval.
    - The Practicum structure has been reviewed and there is a proposal to change Practicum 2 into an Advanced Skills course.
  - Doctoral Program
    - The Advanced Multicultural class for doctoral students was developed by the faculty and incorporated into the Doctoral Plan of Study.

## Survey Results of Employers, Site Supervisors, and Alumni (2018-2019)

### Employers

N = 22

#### Sites

- Hospital/healthcare: 1
- K-12 school: 1
- Non-profit counseling agency: 8
- Other: 1 (Community Services Board)
- Private counseling practice: 1
- University (educator / administrator): 10

**Number of UCF Graduates hired – Range (1-50), M = 8.6**

#### Professional Identity of Graduates

- Mental Health: 13
- School Counselor: 1
- Counselor Educator: 8

### Site Supervisors

N = 39

#### Sites

- Hospital/healthcare: 2
- K-12 school: 20
- Non-profit counseling agency: 12
- For Profit/Private counseling practice: 4
- College Counseling Center: 1

**Number of UCF Interns Supervised – Range (1-25), M = 6.2**

#### Professional Identity of Interns

- Mental Health Counselor: 17
- School Counselor: 19
- Marriage & Family Therapist: 3

### Alumni

N = 169 (graduation date: 2005-2018)

#### Degree Type

- Clinical Mental Health Counseling: 63
- Marriage, Couple, & Family Therapy: 32
- School Counseling: 30
- Doctoral: 44

#### Licensure Pass Rates

88% passed the exam the first time

#### Employment

- Employed immediately - 1 month: 62%
- Employed within 1-3 months: 13%
- Employed within 3-6 months: 7%
- Employed after 6 months: 8%
- Didn't enter counseling prof: 10%

### Satisfaction with Preparation (on a 5-point scale)

	Alumni	Employers	Site Supervisors
1. <b>Professional Identity:</b> How prepared (were you, are graduates, are interns) in exhibiting the identity of a professional counselor/educator?	4.32	4.46	4.08
2. <b>Ethics and Standards of Practice:</b> How prepared (were you, are graduates, are interns) to demonstrate the necessary knowledge, skills, and dispositions to practice according to the American Counseling Association Code of Ethics, legal precedence, and other appropriate standards?	4.41	4.46	4.18
3. <b>Diversity:</b> How prepared (were you, are graduates, are interns) to demonstrate the necessary knowledge, skills, and dispositions for working with an increasingly diverse and multicultural society?	4.08	4.05	4
4. <b>Counseling Skills:</b> How prepared (were you, are graduates, are interns) to demonstrate the necessary knowledge, skills, and dispositions to work with the spectrum of behaviors found in individuals, groups, couples, and families across the lifespan?	4.17	4.33	3.93
5. <b>Technology:</b> How prepared (were you, are graduates, are interns) to demonstrate the necessary knowledge, skills, and dispositions in technology necessary for use in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications?	3.8	4.14	4.21
6. <b>Assessment:</b> How prepared (were you, are graduates, are interns) to demonstrate the necessary knowledge, skills, and dispositions necessary for selecting, administering, and interpreting assessment tools?	3.43	4	3.15
7. <b>Personal Growth &amp; Reflection:</b> How prepared (were you, are graduates, are interns) to continually grow and engage in self-examination and reflection?	4.49	3.95	3.97
8. <b>Engaging Clients and/or Students:</b> How prepared (were you, are graduates, are interns) to demonstrate strong helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills?	4.47	4.32	4.26
9. <b>Research &amp; Program Evaluation:</b> How prepared (were you, are graduates, are interns) to demonstrate an understanding of various research methods, statistical procedures, needs assessment, and program evaluation and to utilize such methods in order to improve counselor effectiveness?	3.51	3.75	3.15
10. <b>Working within a specialty area:</b> How prepared (were you, are graduates, are interns) to work within their chosen specialty area (i.e. Mental Health Counseling, Marriage & Family Therapy, School Counseling, or Counselor Education)?	4	4.14	3.9
<b>Overall, how satisfied are you</b> (as an alumni, as an employer, as a site supervisor) with (your education, graduates, interns) from the UCF Counselor Education Program?	4.68	4.86	4.72