



2020-2021 Annual Program Evaluation Report Department of Counseling

As part of our national accreditation (CACREP Standard 4D), the FGCU Department of Counseling disseminates an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

Program Evaluation Results

During the 2020-2021 academic year, a thorough evaluation of the FGCU master's degree programs in Clinical Mental Health Counseling (CMHC) and in School Counseling (SC) was conducted by our national accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This evaluation included review of our self-study and a site visit. As a result of this process, CACREP determined that both of our master's degree programs met all standards and awarded us an 8-year accreditation. This reaccreditation extends to October 31, 2029.

Program/Student Outcomes

The following tables present information about FGCU's counseling program and student outcomes for the 2020-2021 academic year.

Clinical Mental Health Counseling Program/Student Outcomes

Number of Graduates	29
Program Completion Rate	78%
Pass Rate on Counseling Program Comprehensive Exam (CPCE)	100%
Pass Rate on the National Clinical Mental Health Counseling Exam (NCMHCE) Licensure Examination	67%
Job Placement Rate of Graduates Actively Seeking Employment	100%

School Counseling Program/Student Outcomes

Number of Graduates	9
Program Completion Rate	77%
Pass Rate on Counseling Program Comprehensive Exam (CPCE)	100%
Pass Rate on the Florida School Counselor Certification Examination	100%
Job Placement Rate of Graduates Actively Seeking Employment	100%

Program Modifications

In response to formative feedback and suggestions received during our CACREP accreditation review, the faculty made a number of program modifications this year.

School Counseling Program Changes

1. First, CACREP reviewers strongly recommended the addition of a course on counseling techniques as a prerequisite to our practicum course. This change allows us to better prepare our students while coming into compliance with accreditation standards specifying the types of field experiences that may be used to fulfill practicum and internship requirements. Instead of the sequence of practicum + advanced practicum (MHS 6800 + 6805), students will take the more appropriate course sequence of techniques + practicum (MHS 6401 + 6800).
2. Second, our self-study process revealed the cumbersome nature of having students enroll in three different course numbers of internship, often simultaneously. This caused great difficulties with Tevera, our clinical training manager, as this platform is unable to combine hours across separate course numbers. As a result, we were unable to generate a single report showing a student's total number of internship hours, their direct hours, their time in supervision, etc. Tracking these is a requirement of our accreditation. We therefore replaced the sequence of MHS 6831, MHS 6831, MHS 6832, and SDS 6830 (all of which are basically the same course) with a single course, SDS 6830.
3. Third, our self-study process prompted our internal realization that we had been requiring students to complete more internship hours than required by our national accreditation. Specifically, we had been requiring 700 internship hours whereas CACREP requires 600 internship hours. Especially given the challenges posed by the pandemic to our interns' ability to accrue hours, we adjusted our program to require no more than the number of hours specified by our accreditors.

The table below shows these three program modifications to the school counseling program.

Previous Requirements		New Requirements, effective Fall 2022	
Courses	Practicum Hours	Courses	Practicum Hours
		MHS 6401: Counseling Techniques	
MHS 6800: Practicum in Counseling	50	MHS 6800: Practicum in Counseling	100
MHS 6805: Advanced Practicum	50		
Courses	Internship Hours	Courses	Internship Hours
MHS 6831: Schl Counseling Internship 1a	100	SDS 6830: SC Counseling Internship	600
MHS 6831: Schl Counseling Internship 1b	100		
MHS 6832: Schl Counseling Intern-Superv	200		
SDS 6830: Schl Counsel-Final Internship	300		
Total Internship Hours	700	Total Internship Hours	600

- Finally, our self-study process prompted our internal realization of the need to establish a new course on counseling children and adolescents. We therefore replaced MHS 6414 Fostering Resiliency & Student Success with MHS 6423: Counseling Children and Adol as a required course on the school counseling program of study. Students will benefit from more focused instruction on this topic and from having their academic transcripts more clearly reflect coursework on this topic.

Clinical Mental Health Counseling Program Changes

- First, CACREP reviewers strongly recommended the addition of a course on counseling techniques as a prerequisite to our practicum course. This change allows us to better prepare our students while coming into compliance with accreditation standards specifying the types of field experiences that may be used to fulfill practicum and internship requirements. Instead of the sequence of practicum + advanced practicum (MHS 6800 + 6805), students will take the more appropriate course sequence of techniques + practicum (MHS 6401 + 6800).
- Second, our self-study process revealed the cumbersome nature of having students enroll in three different course numbers of internship, often simultaneously. This caused great difficulties with Tevera, our clinical training manager, as this platform is unable to combine hours across separate course numbers. As a result, we were unable to generate a single report showing a student's total number of internship hours, their direct hours, their time in supervision, etc. Tracking these is a requirement of our accreditation. We therefore replaced the sequence of MHS 6881, MHS 6882, MHS 6883, and SDS 6888 (all of which are basically the same course) with a single course, MHS 6830.
- Third, our self-study process prompted our internal realization that we had been requiring students to complete more internship hours than required by our national accreditation. Specifically, we had been requiring 800 internship hours whereas CACREP requires 600

internship hours. Especially given the challenges posed by the pandemic to our interns' ability to accrue hours, we adjusted our program to require no more than the number of hours specified by our accreditors.

The table below shows these three program modifications to our clinical mental health counseling program.

Previous Requirements		New Requirements, effective Fall 2022	
Courses	Practicum Hours	Courses	Practicum Hours
		MHS 6401: Counseling Techniques	
MHS 6800: Practicum in Counseling	50	MHS 6800: Practicum in Counseling	100
MHS 6805: Advanced Practicum	50		
Previous Requirements		New Requirements, effective Fall 2022	
Courses	Internship Hours	Courses	Internship Hours
MHS 6881: Clinical Internship 1	100	MHS 6830: CMHC Counseling Internship	600
MHS 6882: Clinical Internship 2	100		
MHS 6883: Clinical Internship 3	300		
MHS 6888: Intern & Sem in Prof Dev	300		
Total Internship Hours	800	Total Internship Hours	600

- Finally, our self-study process prompted our internal realization of the need to establish a new course on counseling children and adolescents. We therefore replaced MHS 6073: Building Resilience: Child/Adol with MHS 6423: Counseling Children and Adol as an elective course on the clinical mental health counseling program of study. Students will benefit from more focused instruction on this topic and from having their academic transcripts more clearly reflect coursework on this topic.

Other Substantial Program Changes

In March, 2021, the Department of Counseling set new standards for the interpretation of scores on the Counseling Program Comprehensive Exam (CPCE). This resulted from a rigorous review of best practices in standard setting and a determination that Beuk's Method was best suited to the program's purposes.

In May, 2021, the Department of Counseling faculty began a process of refining its Program Assessment Plan. Toward this end, it has revised its program objectives and Key Professional Dispositions. The refinement process included input from key stakeholders through advisory board meetings and electronic surveys.

Program Objectives

1. FGCU's counseling programs prepare graduates with the subject area knowledge they need to enter their chosen specialization area in counseling.
2. FGCU's counseling programs prepare graduates with the assessment skills they need to understand and address the needs of the populations they serve.
3. FGCU's counseling programs prepare graduates with the intervention skills they need to effectively address the needs of the populations they serve.
4. FGCU's counseling programs prepare graduates with the communication and advocacy skills they need to be effective with the populations they serve and successful in the workplace.
5. FGCU's counseling programs prepare graduates with the higher order critical thinking skills and interviewing techniques they need to effectively utilize data in the context of research, appraisal, and legal/ethical decision-making.
6. FGCU's counseling programs prepare graduates with the developmentally appropriate employability skills and understanding of professional realities necessary to transition smoothly into employment settings.

Key Professional Dispositions

1. Students conduct themselves in an ethical manner, displaying honesty, integrity, and adherence to professional standards as outlined by the counseling profession (through ethical codes and statutes) and the university.
2. Students demonstrate professional maturity. Their conduct, attire, written and oral communication, and appearance are professional. They are dependable and reliable and consistently meet deadlines.
3. Students are receptive to feedback. They engage in reflective practice and incorporate feedback from instructors and supervisors to continuously improve performance in class or at field sites.
4. Students develop and maintain positive relationships with supervisors, other staff members, and peers.
5. Students demonstrate the non-judgmental, accepting, and respectful approach to understanding others necessary for multicultural competence.
6. Students demonstrate commitment to professional development and develop the resiliency and self-care skills necessary to sustain productive engagement in the counseling profession.

Tasks in the coming year include refinement of Key Performance Indicators and identification of measures to assess student achievement of Key Performance Indicators.

Questions

Questions about this report may be directed to Dr. Suzanne Dugger, Professor and Chair of the FGCU Department of Counseling, at sdugger@fgcu.edu.