



Counselor Education Program 2017-2018 Annual Report

The mission of the Counselor Education Program is to prepare prospective school and mental health counselors for the new century as agents of change, who have the ability to assess, develop, implement, and sustain up-to-date counseling initiatives that are representative of a multicultural and pluralistic society. We support our students as they become critical thinkers, innovative practitioners, and leaders in the counseling profession and in their particular specializations. We promote the following ideas:

- Excellence in ethical practice in teaching, clinical practice and service
- Free exchange of human and cultural richness for a global society
- Contributions to the greater understanding of values to promote the well-being of all people
- Promote a climate of social justice through self-awareness of self and others
- Ensure our identity as professional counselors maintained by CACREP accreditation standards

1. Enrollment Data and Faculty Changes

Program enrollment continues to increase across the Clinical Mental Health Counseling (CMHC) and fluctuates in the School Counseling (SC) program. The Fall 2017 CMHC enrollment was up 20 percent from Fall 2016, Fall 2016 CMHC enrollment was up by 9 percent from the previous Fall 2015, and Fall 2015 CMHC enrollment was up by 44 percent from the previous 2014 semester. The Fall 2017 SC enrollment was up 100 percent from Fall 2016, Fall 2016 SC enrollment was down by 33 percent from the previous Fall 2015, and Fall 2015 SC enrollment was up by 200% from the previous 2014 semester. The faculty work together to review applications and make program recommendations based on the admission guidelines of the Graduate School which are, a 3.0 GPA in the last 60 credits hours of the applicant's undergraduate degree, GPA attempts,

personal statement and letters of recommendation. Recently, the faculty voted unanimously to amend the current graduation guidelines to include a candidate interview that will encourage an additional layer of “gatekeeping” for the profession of counseling. Counseling faculty will begin full implementation of this admission standard in the Summer of 2019.

Figure 1.1 Summarizes the number enrolled across the Clinical Mental Health Counseling (CMHC) and **Figure 1.2** summarizes the number enrolled across the School Counseling (SC) programs.

Figure 1.1: Enrollment of Clinical Mental Health Counseling (CMHC)

Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Headcount	FTE								
16	16	23	23	25	25	30	30	30	30

Figure 1.2: Enrollment of School Counseling (SC)

Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Headcount	FTE								
1	1	3	3	2	2	4	4	3	3

As a result of the consistent and significant rise in enrollment since 2014-2015 academic year, the Counselor Education Program received approval to hire two (2) professors for tenure track positions. The Department of Educational Leadership and Counseling hired Dr. Alishea Rowley in the Fall 2014. The subsequent year we welcomed Dr. Michelle Mitcham to the faculty in the Fall 2015 semester. In 2018, the program faculty made a recommendation to the administration to add an additional professor that will serve explicitly as the clinical director and professor. Their duties would speak to addressing a specific standard and their responsibilities would include coordinating the practicum and internship placements for all students. This position was approved and we are awaiting funding for full implementation.

2. Graduate Exam Passage, Program Completion, and Employment Rates

Graduates from the Counselor Education Program are performing at a level consistent with one standard deviation below the national mean, which is considered average, on the **Counselor Preparation Comprehensive Examination (CPCE)**. The overall pass rate for students taking the CPCE for the first time is 74%. The 2012-2013 pass rate is 100 percent, the 2013-2014 pass rate is 100 percent, the 2014-2015 pass rate is 75 percent, the 2015-2016 pass rate is 83 percent, the 2016-2017 pass rate is 50 percent, the 2017-2018 pass rate is 63 percent taking the CPCE examination for the first time. The faculty have made note of the recent decline in test scores and as a result, have implemented a CPCE study session each semester to assist students with increasing their pass rates.

Figure 2.1 CPCE pass rates since the initial administration of the exam.

Cohort	Number Taken	Number Passed	Action
Spring 2013	2	2	This was the first year we administered the CPCE exam. We piloted the exam for the first year. Thus, all students passed.
Spring 2014	5	5	All students passed with a cut-off score of one standard deviation below the mean.
Spring 2015	4	3	The one student who did not pass completed questions around the CPCE competency areas the student did not pass.
Fall 2015	4	3	The one student who did not pass CPCE completed questions pertaining to competency areas not passed.
Spring 2016	2	2	All students passed with a cut-off score

			of one standard deviation from the mean.
Fall 2016	3	2	The one student who did not pass CPCE completed questions pertaining to competency areas not passed.
Spring 2017	3	1	One student who did not pass CPCE completed questions pertaining to competency areas not passed. The other student re-tested for the CPCE.
Fall 2017	5	3	The two students that did not pass CPCE satisfactorily completed questions pertaining to competency areas not passed.
Spring 2018	3	2	One of the two students who did not pass, retook CPCE exam.
Fall 2018	10	6	The one student in Spring 2018 that retook the exam passed. The four students who did not pass the CPCE exam will retake it Spring 2019.

Figure 2.2 CPCE Initial and Final pass rate according to CORE competency area

Professional Identity Standards – CORE Areas	CPCE Initial Pass Rate	CPCE Final Pass Rate
CPCE		

Human Growth and Development	66%	100%
Social and Cultural Diversity	74%	100%
Helping Relationships	92%	100%
Group Work	71%	100%
Career Development	80%	100%
Assessment	95%	100%
Research & Program Evaluation	69%	100%
Professional Orientation & Ethical Practice	60%	100%

Figure 2.3 Employment data of graduates last three academic years by employment field.

Academic Year	School Counselor	Mental Health Counseling	Human Services	Teaching	Other
2015 - 2016	3	2	0	0	1
2016 – 2017	1	3	0	1	0
2017 - 2018	0	1	2	0	2

3. Enhancing curriculum and Delivery

The Florida Agricultural and Mechanical University Counselor Education program faculty met to develop a systematic assessment approach to enhance student retention and learning. The review of key program areas including, student advisement, student orientation, practicum/internship processes, Key Performance Indicators (KPIs), as well as student perceptions of their professional dispositions, led to reflection on best practices and subsequent curricular revisions. During the 2017-2018 academic year, the Counselor Education program faculty assessed all course syllabus, academic assessments, and the current dispositional measures embedded across the program curriculum. **The purpose of this review was (a) to ensure that each course adequately**

addressed the relevant 2016 CACREP standards published on the syllabus, (b) to evaluate whether the course-based assessments properly evaluated student attainment of knowledge, skills, and/or dispositions, and (c) to serve as the basis for discussions on consistent teaching methods and best practices in the classroom.

4. Program Changes and Modifications

The program faculty agreed upon course modifications below in order to enhance the program and engage in continuous program improvement. The course changes include the following:

a. Course Name Changes

- MHS 5340 Career Development System changed to **Career Development**
- MHS 5400 Theories & Methods of Counseling to **Techniques of Counseling**
- MHS 5480 Human Development and Learning Theory to **Human Development Across the Lifespan**
- MHS 5500 Group Theory and Practice to **Group Theory and Process in Counseling**
- MHS 6420 Counseling Minority Populations to **Multicultural Counseling and Development**
- MHS 6600 Consultation Skills to **Psychological & School Consultation Skills**

b. Proposed and Approved New Courses

- MHS 6466 Trauma and Crisis Counseling
- MHS 5423 Counseling Children and Adolescents (approved Spring 2017)

c. Other Modifications/Considerations for Continuous Improvement

Figure 4.1 Program Modifications (1-3) and Considerations for Continuous Improvement

<p>Program Modification I – Based on student data in coursework and the Counselor Preparation Comprehensive Exam (CPCE), new courses have been proposed and the CPCE has been adopted as the formal “Exit” exam. These changes are needed to reflect the national standards of the profession and CACREP and prepare students at the highest level.</p>
<ul style="list-style-type: none">• Fall 2015 the CPCE was adopted as the official exit exam. Beginning in Fall 2015 through Fall 2016, test prep sessions were offered for students to prepare to meet the national standards. Prior to Fall 2015, the CPCE was a pilot process, which gave preparation time for the students and culture to acclimate to the new process.
<ul style="list-style-type: none">• Case evaluations/rubrics were added to courses; MHS 6830; MHS 6831; MHS 5005
<ul style="list-style-type: none">• Seven course modifications submitted to curriculum committee; all approved and (1) new course added; Counseling Children and Adolescents

Program Modification II – To comply with CACREP standards regarding faculty-student ratio and the minimum faculty required, the counseling program hired a new faculty in Fall 2015, as well as 1-2 adjunct professors during the Fall and/or Summer semesters to be compliant with the 12:1 ratio.

- Faculty submitted a proposal to cap several classes. Group counseling was approved to have a cap of twelve (12) students. This was approved in Fall 2018.
- Faculty plan on offering a cohort model for Fall 2019. The program will accept applications year round, however, will admit students for a start date in the Fall semester only. Previously, the program accepted students on a “rolling basis”, with admissions in the Fall, Spring and Summer semesters. The proactive measure to admit one time per year rather than three times per year will allow for faculty-student ratios to be maintained according to CACREP, as well as more efficient curriculum planning and course offerings.
- As needed, adjuncts have been hired to teach overload classes which allows for the ratio compliance.

Program Modification/Plan of Action III – Program Coordinator and Clinical Coordinator Duties per Section I – CC and DD. Faculty have been creatively sharing these roles to ensure the best student outcomes. The new plan of action proposed for Fall 2019

- Faculty are currently reviewing strategies to continue accomplishing the tasks of each role; program coordination and clinical coordination.
- Modified job descriptions have been submitted for consideration
- Program is considering have one faculty member lead the school counselor coordination and one faculty lead the clinical mental health coordination